USING OUTCOME MEASURES IN THE EVALUATION OF ONE EDUCATOR PREPARATION PROGRAM IN CENTRAL TEXAS

A Record of Study

by

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ABSTRACT

Framed in a quantitative methodology, this study focused on the efficacy of an undergraduate elementary educator preparation program (EPP) at a central Texas university. The study was propelled by the national discourse on the quality of EPPs and the stakeholders of the EPP who requested a program evaluation. Outcome-based measures that examined how well the EPP prepared pre-service teachers for the knowledge and skills necessary for the classroom were utilized. These measures utilized external state accountability data in the form of a principal survey and internal accountability data in the forms of a program graduate survey and a student teacher evaluation. These instruments focused on the perceptions of principals, program graduates, and student teacher supervisors regarding how well pre-service teachers were prepared to teach in pre-kindergarten through sixth grade classrooms.

Findings reflected that all three stakeholder groups believed that the EPP sufficiently prepared pre-service teachers for the areas of classroom management and instruction. However, program graduates revealed that the EPP did not sufficiently prepare pre-service teachers in working with students with disabilities, working with limited English proficiency students, and using technology for instruction and assessment. The principal and program graduate groups were also asked to rate the overall effectiveness of the EPP's preparation, with both groups responding that the EPP sufficiently prepared pre-service teachers for the classroom.

This study was the first step in a program evaluation for the EPP. While the overall findings were positive, there were some areas that need to be further explored. EPP leadership and faculty must utilize findings to create a catalyst for program monitoring and improvement.

DEDICATION

For my intelligent, beautiful, and wise daughter, may you always know joy in learning and growing as an individual! You inspire me!

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This work was supervised by a record of study committee consisting of Professor Dr. Valarie Hill-Jackson, my Chair, of the Department of Teaching, Learning, and Culture and Professors Dr. Jean Madsen, Dr. Mary Margret Capraro, and Dr. Jacqueline Stillisano, my committee members of the Department of Teaching, Learning, and Culture.

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NOMENCLATURE

CAEP	Council for the Accreditation of Educator Preparation
CCSSO	Council of Chief State School Officers
CSU	Central State University
EGE6	English as a Second Language/Generalist Certification Program Early Childhood through Sixth Grade
EPPs	Educator Preparation Programs
HEA	Higher Education Act
InTASC	Interstate Teacher Assessment and Support Consortium
NCATE	National Council for Accreditation of Teacher Education
OEIs	Overall Effectiveness Indicators
PD	Professional Development
PEIMS	Public Education Information Management System
SBEC	State Board for Educator Certification
STEP	Stanford Teacher Education Programme
STSs	Student Teacher Supervisors
TEA	Texas Education Agency
TEAC	Teacher Education Accreditation Council
TExES	Texas Examinations of Educator Standards
TPACK	Technological Pedagogical Content Knowledge
TPIs	Teacher Performance Indicators
TIMSS	Trends in International Mathematics and Science Study

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CHAPTER I

INTRODUCTION

In a speech to faculty at Columbia University's Teacher College, former Secretary of Education Arne Duncan (2009) emphasized that educator preparation programs (EPPs) at universities are mediocre and do not serve the needs of students in the pre-kindergarten through twelfth grade (P-12). Questioning the quality of teacher preparation, he called for changes to be made in the way teachers are prepared and in the ways EPPs are held accountable by state law. Duncan (2009) stated, "The bar must be raised for successful teacher preparation programs because we ask more of teachers today than even a decade ago" (p. 2). One recommendation included EPPs better readying pre-service teachers to improve public school student learning. He emphasized that EPPs should be evaluated based on their program graduates' effectiveness in the classroom.

Duncan's (2009) speech exemplified the current discourse on EPP accountability and improvement (Gingsberg & Kingston, 2014; Schaffer, 2014). The discussion stems from several different sources (e.g., governmental, educational organizations, prominent individuals in the educational field, EPPs) with each having varying conceptualizations of what EPP accountability and improvement should entail (Imig, Wiseman, & Imig, 2011). However, all sources agree that the ultimate goal is improving EPPs so that pre-service teachers are effectively prepared to impact the

learning of P-12 students in the 21st century (Cuthrell, Stapleton, Lys, Smith, & Fogarty, 2014; Donovan, Ashdown, & Mungai, 2014; Schaffer, 2014).

With the goal of improving teacher preparation so that pre-service teachers are thoroughly readied for P-12 classrooms, what can EPPs do in response to discussions on accountability and the need for program improvement? Program evaluation is one answer to such a question. Kilpatrick, Lincoln, and Morrow (2006) stated in their study rationale that, "Teacher preparation programs need ongoing assessment systems for program evaluation and candidate improvement" (p. 36). Accountability measures (e.g., state licensing examinations, employer feedback, and teacher feedback) collected at national, state, and the local EPP levels can provide assessment data that will allow EPP faculty to analyze and interpret areas of strength and need in their existing program so that program improvement steps can initiated.

The Problem Space

Issues of EPP accountability and improvement permeate through national, state, and local levels (i.e., individual EPPs) serving as forces that shape the direction of teacher preparation for the 21st century. Kumashiro (2015) wrote, "Like no other time in our nation's history, the preparation of public school teachers is front and center in both national and statewide policy considerations" (p. 1). The underlying current for moving these forces forward is the desire to increase student learning in P-12 settings (Crowe, 2010; Donovan et al., 2014; Duncan, 2009; Meadows & Theodore, 2012; Plecki, Elfers, & Nakamura, 2012). This desire is propelled by a global economy that requires teachers be prepared to foster mastery of rigorous content, critical thinking,

and problem-solving skills creating college and workforce-ready students (National Council for Accreditation of Teacher Education [NCATE], 2010).

EPP Accountability at the National Level

Levine (2006) studied 28 university-based EPPs to ascertain the state of teacher preparation in the United States. He stated that if 65% is considered to be a failing grade in school, then EPPs are failing in their job. He supported this by showing that only 40% of principals and 58% of program graduates perceived that the EPP "very well prepared" or "moderately well prepared" teachers for the classroom. Levine (2006) prescribed several ways for improving teacher preparation. One recommendation included tracing P-12 student achievement scores on state standardized tests back to EPPs. Levine (2006) argued that today's information economy requires a change in the way EPPs prepare teachers. He wrote the attention of "schooling has shifted from process to outcomes, from teaching to learning. The measure of a school's success is the achievement of its students . . . . The measure of a program's [EPP's] success is how well the students in its graduates' classes perform" (p. 105). Levine's (2006) study of the impact of EPPs on preparing teachers, as well as his recommendation, exemplifies the rationale at the national level that propels the call for more rigorous accountability and program improvement. It is noted that Levine's 2006 study is the most current peer reviewed large-scale national study that examines perceptions concerning the EPP efficacy of teacher preparation (Zeichner & Conklin, 2016).

The No Child Left Behind Act (NCLB) of 2001 illustrated the federal government's impact on EPP accountability and improvement; in addition to requiring states to hold public schools accountable for the academic achievement of disadvantaged children, it also mandated that states must increase "the number of highly qualified teachers in the classroom" (NCLB, 2002, Title II, Sec. 2101). Originally, a highly qualified teacher was defined as one who passed a state licensing examination holding a certificate to teach (Imig & Imig, 2007). However, in the tidal wave of educational reform, highly qualified has been interpreted beyond examination scores to increased rigorous accountability measures that extend beyond the walls of the EPP and into the public school (Crowe, 2010; Imig & Imig, 2007). Donovan et al. (2014) expounded on this extension of accountability stating the landscape has shifted from input-based measures of accountability (i.e., measures that are within the control of the EPP such as faculty qualification) to outcome-based measures of accountability. Outcome-based measures focus on the classroom performance of the teacher with the performance being traced back to the EPP where he/she was trained.

Kennedy, Abn, and Choi (2008) discussed teacher quality as being measured in outcome-based indicators such as direct classroom observation, principal ratings of teachers, and teachers' student achievement scores on a state examination. NCLB's directive of a highly qualified teacher has placed more accountability on states and EPPs to evidence their ability to meet the mandate (Steadman & Evans, 2014). While NCLB does not specifically ask states to collect data that connects the quality of the EPP to their program graduate's effectiveness in the classroom, other federal policies

do. For example, the Race to the Top Initiative was a $4.35 billion federal grant aimed at encouraging states to reform student learning and improve school system capacity; however, one specific condition of the grant required states to trace student achievement scores back to EPPs (U.S. Department of Education [U.S. Dept. of Ed.], 2009). Additionally, there was potential legislation in the 2016 reauthorization of the Higher Education Act (HEA) that could have mandated EPPs be rated according to measures of program graduate performance in P-12 classrooms (U.S. Dept. of Ed., 2016a). While this legislation was rescinded by Congress on March 27, 2017 (Koolbeck, 2017), the proposed mandates exemplify the current philosophical stance of organizations and lawmakers calling for more outcome-based accountability measures in regard to an EPP's ability to ready teachers for the classroom.

EPP Accountability at the State Level

In June 2009, the State of Texas increased EPP accountability by enacting new legislation with more rigorous criteria (Texas Education Agency [TEA], 2011). Prior to this system, EPPs were held accountable and accredited by the state for the quality of their programs through certification examination scores received by pre-service teachers prior to teaching in a P-12 classroom. Three new criteria were added making a total of four accountability measures. These four criteria are outlined below as they appear in the Texas Administrative Code (19, §229.4, 2010), which specifies in order for an EPP to be accredited, the following four annual accountability measures must be met:

1. A pass rate of at least an 80% on state certification examinations.

2. State Board of Educator Certification approval of annual findings concerning principal ratings of program graduates who have taught three years or less.
3. Program graduates' student achievement scores must show improvement in graduates' first three years of teaching.
4. Compliance rate of 95% with standards associated with the EPP's quality of field supervision.

Failure to meet one state accountability measure could ultimately result in an EPP's state accreditation status being revoked. It is noted that two out of the four current criteria incorporate measuring an EPP's effectiveness in readying the pre-service teachers for the classroom by examining data of program graduates once they have started teaching in the public school. These measures align with the national call for EPP accountability.

The Texas Education Agency oversees educational laws and policy in Texas. Mirroring the national call for effective teacher preparation, TEA (2014a) wrote, "The Texas Education Agency is committed to ensuring quality educator preparation programs that recruit and prepare qualified educators who meet the needs of all learners in today's and tomorrow's Texas classrooms" (p. 1).

EPP Accountability at the Local Level

At the local level, individual EPPs have heard and felt the impact of federal and state legislation initiative and policies. One response by EPPs to national and state educational pressure for more rigorous accountability and program improvement has

been to conduct evaluations of their programs or aspects of their programs (Cuthrell et al., 2014; Kilpatrick et al., 2006; Schaffer, 2014). Texas EPPs have also looked inward at their teacher preparation programs through program evaluation (Bains, 2011; Bauml, 2011; Lim, 2011). These program evaluations have resulted in program and policy improvements. Darling-Hammond, Newton, and Chung (2010) encapsulated this writing:

> In light of these concerns [increasing accountability measures and program improvement initiatives], teacher educators are seeking to develop strategies for assessing the results of their effort, strategies that appreciate the complexity of teaching and learning and provide a variety of lenses on the process of learning to teach. Many programmes are developing assessment tools for gauging their candidates' abilities and their own success as teacher educators in adding to those abilities to data on entry and retention in teaching, as well as perceptions of preparedness on the part of candidates and their employers once they are in the field. (p. 370)

The use of program evaluation as a means to initiate program improvement goes beyond offsetting and responding to the national criticisms of EPPs doing a mediocre job and the assumption that rigorous accountability measures will force EPPs to change programming. Program evaluation should be woven into an organization's health so that the organization (e.g., the EPP) does not become static and remains dynamic regardless of external sources (e.g., legislation, educational organizations) pressuring the EPP to change (Fitzpatrick, Sanders, & Worthen, 2011). However, the current discourse on the need for EPP improvement also helps to motivate EPPs to look inward at their own programs, so that they can be sure that their teacher preparation is effective in thoroughly readying their pre-service teachers for the

classroom (Lauer, Dean, Martin-Glenn, & Asensio, 2005; Meadows & Theodore, 2012).

The Problem of Practice

Context

Central State University (pseudo name) is the largest university-based EPP in Texas and the second largest in the nation graduating approximately 900 pre-service teachers annually (Korcheck, 2014a). The English as a second language/generalist certification program early childhood through sixth grade (EGE6) is the largest program contained within the EPP. In the 2013-2014 school years, 415 teacher candidates took the Texas Examinations of Educator Standards (TExES) EGE6 certification test (Van Overschelde, 2014). This test is often taken in the same semester of graduation. In examining the EGE6 certification program, there are indicators of effectiveness and indicators that suggest further investigation is needed so that data can be accrued to inform programming decisions.

Indicators of effectiveness. Several indicators point to the Central State University (CSU) EPP's effectiveness in preparing pre-service teachers for the classroom. On the international front, CSU secured accreditation through the Teacher Education Accreditation Council (TEAC) in 2011. Currently, 213 programs across 167 EPPs in five countries have some level of TEAC accreditation (TEAC, 2014). As a matter of perspective regarding this accreditation, there are 2,170 EPPs in the United States (U.S. Dept. of Ed., 2014). Nationally, the EPP at CSU was not listed on the 2014 Title II of the Higher Education Reports as at risk or low performing (U.S. Dept. of

Ed., 2014). In reference to state accountability measures, CSU was ranked as accredited for the 2012-2013 school year (TEA, 2015g). This is the highest ranking award, demonstrating that the CSU EPP met all four state accountability criteria with success. It was found to be in compliance with state codes regulating EPPs in a TEA (2013) Compliance Audit Report. It is noted that TEA only audited the EGE6 certification program because it is the largest program contained within the CSU EPP.

Indicators that suggest further investigation. When digging deeper below the surface of the CSU EGE6 certification program, three indicators suggest that this program may be in need of further evaluation to determine its effectiveness in preparing pre-service teachers for pre-kindergarten through sixth grade classrooms (P-6). These indicators include the EPP's and EGE6 program's certification scores on the TExES (i.e., teacher certification examinations in Texas), teacher retention rates, and information from CSU faculty stakeholders.

Scores on the TExES. Three concerns emerge upon examination of CSU's TExES scores. Concerns center on the passing rate of other EPPs in Texas compared to the EPP at CSU, the passing rate of the EGE6 certification program compared to other EPPs, and the passing rate of the EGE6 certification program compared to other certification programs nested within CSU's EPP.

CSU's EPP passing rate vs. other Texas EPPs. Using the most recent data available through TEA (2015b), CSU had a 94% passing rate for all TExES examinations in 2013-2014 school year. Table 1.1 illustrates CSU's passing rate compared to other Texas EPPs that had between 600 and 1,200 examinees.

Table 1.1

2013-2014 TExES' Passing Rate Scores of EPPs with 600 to 1,200 Test Takers

EPP	Number of Test Takers	Passing Rate
IteachTEXAS	860	100%
Region 4 Educational Service Center	618	99%
University of North Texas	818	97%
Texas A&M University	639	97%
Texas A&M University - Commerce	669	95%
Central State University	702	94%
Sam Houston State University	674	92%
Lamar University	1,183*	91%

*Lamar University had the greatest amount of test takers.

While CSU's passing rate appears to be high, a comparison of passing rates across EPPs reveals a different picture. Out of 150 Texas EPPs, 106 EPPs had higher passing rates than CSU. It is noted that the EGE6 certification program constitutes a large proportion of test takers who take one or more of the TExES program certification examinations. To adjust for statistical discrepancies among EPPs that have a lower number of test takers, EPPs with 600 to 1,200 test takers were ranked order according to percent passing. Out of the eight EPPs that had test takers in this range, five of the EPPs had a higher percentage of test takers that passed.

Passing rate of the EGE6 certification program compared to other EPPs. In specific reference to the EGE6 certification program, there are only 26 EPPs in Texas that have teacher preparation in place towards this certification program. The most current data available through TEA (2015c) showed that CSU had a 68.9% passing rate on the EGE6 TExES examination for the 2011-2012 school year. In comparison to other EPPs across the state, 11 other EPPs had higher passing rates. It is noted that out

of the 26 EPPs, only three EPPs had over 100 test takers with CSU having the highest number at 402. In fact, CSU test takers comprised 42% of test takers. The other two EPPs with over 100 test takers had a higher passing rate than CSU (see Table 1.2).

Table 1.2

2011-2012 EGE6 TExES Passing Rate Scores of EPPs with over 100 Test Takers

EPP	Number of Test Takers	Passing Rate
University of Texas - Austin	173	88.4%
University of North Texas	147	72.8%
Central State University	402	68.9%

Passing rate of the EGE6 certification compared to other certification programs nested within CSU's EPP. Using the most recent results from TEA (2015c), there were a total of 38 program certification TExES examinations taken by CSU students in the College of Education in the 2011-2012 school year. Out of 38 CSU EPP certification programs, 31 had a higher passing rate of test takers than the EGE6 certification program. As the largest certification program in the CSU EPP, it would be expected that this program would have a higher passing rate than the other programs housed within CSU.

Teacher retention rates. The State Board for Educator Certification (SBEC) tracks the retention of teachers in the public school and tracks the rate back to the EPP that prepared the teacher. Using the most recent data from SBEC (2013), CSU's five-year retention rate for program graduates who entered the classroom at the beginning of 2007 and remained at the end of the 2012-2013 school year was 60.1%. Additional analysis of retention data illustrates that 96 out of 178 Texas EPPs had higher retention

rates than CSU. The retention rate of teachers is an important factor to consider. Research on novice teachers reflects that 40% to 50% of new teachers leave the field within their first five years of teaching (Ingersoll, 2012; Ingersoll & Kralik, 2004; Marable & Raimondi, 2007). Ingersol and Kralik (2004) found that one of the reasons that novice teachers leave the classroom is connected to their perceptions of how well they were prepared by their EPP to teach in the classroom.

Stakeholder groups and values. In order to build a richer and more in-depth understanding of the current state of the EGE6 certification program at CSU, conversations were held with faculty stakeholders. Soliciting stakeholder feedback in regard to program evaluation is an effective technique as it creates stakeholder ownership of the evaluation process and findings (Fitzpatrick et al., 2011). An overarching theme that ran through the stakeholder discussions dealt with the organization's value for the need of effectiveness. It is noted that stakeholders have been given pseudo names to safeguard their identity. The faculty at CSU value program effectiveness because they realize that a program must be strong in order to provide pre-service teachers with the best preparation for the classroom. In discussions, stakeholders shared that the certification program is using program evaluation and data that can help faculty in making knowledgeable decisions concerning program improvement. However, all the program evaluation measures and reports focus on the program's efficacy while EGE6 pre-service teachers are still contained within the walls of the EPP. This is in opposition to the current calls for EPP accountability that focus on outcome-based measures of an EPP's effectiveness (Cochran-Smith, Piazza, &

Power, 2012). Therefore, assessing the program once program graduates enter the classroom is a missing element in the program evaluation parameters. It noted that the state has accountability information that pertains to program graduates' performance in the public school classroom. These data can be accessed for analysis and interpretation by the EGE6 faculty. While all stakeholders supported program evaluation measures that examined how the certification program impacted pre-service teachers once they began teaching, they discussed that state data like such have not been analyzed. They believed the ability to do this would be an integral and pivotal component of program evaluation. One stakeholder remarked, "We used to give more lip service to follow up studies than we do now. But we need to know this . . . . It is taking it one step further. But we need to know this" (L. Brandon, personal communication, February 5, 2015).

Accumulation of Evidence Pointing to the Need for Further Investigation

Several pieces of evidence have been accumulated that indicate the CSU EGE6 certification program may need to be further evaluated in order to decide if improvement steps should be taken to strengthen its efficacy. The current call for more rigorous EPP accountability and improvement complements and contributes to the certification program taking evaluation steps. Evidence in the form of CSU's TExES passing rates overall and in particular in the EGE6 certification program point to the need for closer inspection as it is the largest certification program contained within the EPP. In the spring of 2014, EGE6 faculty began the process of analyzing and interpreting TExES data to inform improvement. However, no other state accountability data (i.e., principal perceptions of EPP preparation, program graduates'

student achievement scores) have been examined to measure the program's effectiveness in preparing EGE6 teachers for the classroom nor have the voices of program graduates been solicited to provide feedback regarding how their preparation readied them for the classroom. Additional evidence indicates that CSU program graduates have a lower retention rate in the classroom than most EPPs in Texas with 96 out of 178 having higher rates. The final piece of evidence centers on faculty stakeholders who have expressed that data regarding principal perceptions on the EGE6's certification program in preparing teachers, as well as program graduates' perceptions concerning the efficacy of their preparation would be valuable in helping to strengthen the EGE6 certification program.

In order to increase the efficacy of the EGE6 certification program at CSU so that its graduates more powerfully impact the learning of the students they teach, program faculty need access to data sources centered on program graduates' preparedness for P-6 grade classrooms. Data sources include principal surveys collected by TEA, student teaching evaluations collected by CSU, and surveys that solicit program graduate's perceptions of their teacher preparation. The intention of these sources is to provide outcome-based data that will inform the CSU EGE6 faculty of the certification program's effectiveness in preparing pre-service teachers for the classroom. Interpretations of the data will act as a catalyst in planning and implementing programming policies and decisions intended to strengthen the quality of teacher preparation in the CSU EGE6 program. However, these data sources are not readily accessible or available for faculty to analyze and interpret.

Research Questions

In a synthesis of the literature on the call for more rigorous EPP accountability measures and EPP improvement and the empirical evidence collected on the EGE6 certification program, the following overarching research question has been crafted.

> In response to the national call for more rigorous accountability that measures the impact of educator preparation programs on readying teachers for the classroom and through the use of program evaluation, what are the perceptions of principals, program graduates, and student teaching supervisors concerning the efficacy of Central State University's early childhood through sixth grade English as a second language/generalist educator preparation certification program in regard to preparing pre-service teachers for the knowledge and skills needed in the classroom?

To support and answer the above question the following guiding questions have been constructed:

1. What teacher performance indicators do principals, program graduates, and student teacher supervisors (STSs) perceive as being met in the preparation of preservice teachers? Which indicators were perceived as not met?
2. What teacher performance indicator items on the principal survey, program graduate survey, and student teacher final evaluation exhibited the highest frequency of response rates for the well prepared/advanced? What performance indicator items exhibited the highest frequency of response rates for the not sufficiently prepared/emerging?
3. How do principals, program graduates, and STSs perceive CSU's overall effectiveness in the preparation of pre-service teachers? In what ways are the perceptions from all three stakeholders similar? Dissimilar?

Researcher's Role

As a 16-year member of the E6EG faculty and as the co-program coordinator, the researcher is an insider who is familiar with the program's current policies, courses, program history, program initiatives, and faculty members. This familiarity along with her leadership position allowed her to facilitate a program evaluation that utilizes principal, program graduate, and student teacher supervisor perceptions concerning how well the E6EG certification program readies pre-service teachers for P-6 classrooms.

Purpose of the Study

Feuer, Floden, Chudowsky, and Ahn (2013) emphasized that the evaluation of an EPP is essential in improving teaching and P-12 student learning. They discussed that public concern has prompted several entities (e.g., governmental, think tank organizations, EPPs) to more closely examine the efficacy of EPPs through the use of program evaluation. Potential accountability legislation in the reauthorization of the HEA evidences the federal government's powerful impact in ensuring that EPPs are effectively readying teachers for the classroom. In response to governmental accountability mandates, Ludlow et al. (2010) shared that an EPP can use data from accountability mandates as evaluation measures to help the EPP examine its preparation program, but researchers stressed that EPPs must also design and collect data on its program using measures that reflect the mission and goals of the EPP. In doing this, there is an intersection of external and internal accountability measures. Using program evaluation as a platform, the intersection of these multiple measures

provides a deeper and richer picture that is specifically tailored to the EPP (Ludlow et al., 2010).

The intent of the study was to use program evaluation measures that intersect mandated state accountability data and data that CSU stakeholders deem as essential to critically assess the efficacy of the EGE6 program at CSU. The objective was to uncover areas where the program was doing well and areas where the program could be strengthened. This critical evaluation involved gathering information from principals, program graduates, and STS. Perceptions from these three sets of stakeholders were solicited regarding how well the certification program prepared teachers for the classroom. The outcome of the study served three purposes. First, it illustrated the CSU EGE6 certification program's ability to positively respond to calls from outside entities to ensure that it was effectively readying teachers for the classroom. Second, it demonstrated, as an organization, the EGE6 program recognized that program evaluation was necessary to ensure program effectiveness and growth. Finally, and most importantly, it provided CSU with specific data concerning its ECEG certification program. Data revealed areas in need of strengthening acting as a catalyst for program improvement.

Significance of the Study

The study has both practical and research implications. Archbald (2008) discussed that a study with practical significance directly benefits the community or program under investigation, while a study with research significance contributes to a

body of knowledge in the field. This study is valuable because it has both practical and research significance.

Practical Significance

This study has practical significance, since it was framed as a program evaluation. Program evaluation is beneficial for organizations. It is needed if the EGE6 certification program is to evolve and improve so that the EPP can assure that it is preparing pre-service teachers to be effective in the classroom. Fitzpatrick et al. (2011) explained that program evaluation using a thorough systematic data gathering process yields information that can facilitate organizational improvement. They wrote that evaluation builds organizational capacity that "will improve organizations and their decisions and actions" (Fitzpatrick et al., 2011, p. 240). Therefore, program evaluations are a best practice for organizations in order to improve the policy and/or practice of the organization. Program evaluation as a way of both building organizational capacity and contributing to practical significance is evidenced by Darling-Hammond et al.'s (2010) description of the Stanford Teacher Education Programme's (STEP) evaluation. The authors described how STEP underwent a program evaluation that examined several areas of the EPP. Findings prompted faculty collaboration in redesigning courses and creating performance assessments specifically designed to improve the teacher preparation program within STEP.

In discussions with the Chair of Curriculum and Instruction at CSU, she confirmed that program evaluation is necessary for the EGE6 program if it is to improve (E. Benter, personal communication, October 10, 2014). In addition, the

results of the study will contribute significantly to the certification program stakeholders (e.g., faculty, pre-service teachers, administrators) at CSU as the findings will be uniquely tailored to this individual program and will be used post-study to springboard program and policy improvement.

Research Significance

Upon publication, the findings of the study can contribute to research significance. The literature is inundated with a theoretical rhetoric calling for change in teacher preparation and in the ways EPPs should be held accountable for that preparation; however, studies that evaluate EPPs are scarce (Darling-Hammond, 2006b; Meadows & Theodore, 2012). Additionally, there are limited number of studies that use more than one data source to evaluate an EPP's effectiveness (Donovan et al., 2014; Gansle, Noell, & Burns, 2014; Plecki et al., 2012; Sandoval-Lucero et al., 2011). The study used three data sources to evaluate the EPP's effectiveness. Finally, there is limited research that examines both principal and program graduate perceptions concerning the quality of the EPP's preparation (Baecher, 2012). The study contributed to filling a research need, as it specifically investigated principal and program graduate perceptions concerning one EPP's preparation program.

Intersection of Practical with Research Significance

Darling-Hammond (2006b) wrote, "Although reform initiatives have triggered much discussion about the structures of teacher education . . . there has been less discussion about what goes on within the black box of the program" (p. 303). Being able to look inside the "black boxes" of EPPs in order ascertain what makes effective

practice is an essential step to improving teacher education at both the local and national level. This study examined the EGE6 certification program's impact on teacher preparedness in order to help faculty understand what is happening within the program's "black box," and upon publication, it will serve as an example for other EPPs who are interested in program improvement. Program evaluation case studies of EPPs serve as a concrete model for other EPPs who want to contribute to the discussion of accountability and program improvement, while at the same time strengthening their own teacher preparation program and policies (Ludlow et al., 2010).

Definition of Terms

Accountability: A process of gathering data to inform policymakers, the general public, accrediting bodies, and other educational stakeholders about the status of an EPP's performance (Council of Chief State School Officers [CCSSO], 2012).

Accreditation: A status granted after an EPP has demonstrated to a state and/or national organization that its program is sound and rigorous (National Research Council, 2010).

Domain: An area of knowledge that can be studied (Lynch, Ashley, Aleven, & Pinkwart, 2006).

Educator Preparation Program (EPP): Any program that recruits and prepares educators to work with students in classrooms (TEA, 2015d).

English as a Second Language/Generalist Certification Program (EGE6): Certification program based on coursework that is specific to providing pre-service teachers with the educational background to teach and interact with pre-kindergarten

through sixth grade students in a standard classroom. In addition, pre-service teachers are prepared to work with students and their families who come from non-English speaking backgrounds. It is noted that students are not required to speak a language other than English for this certification program (Texas State University College of Education Undergraduate Advising, 2014).

Input Accountability Measures: Input measures focus on evaluating what happens within the EPP. These measures include but are not limited to examining the qualifications of EPP faculty, the content of the courses, especially regarding national standards and fieldwork experiences (Cochran-Smith et al., 2012).

Novice Teacher: A teacher who has taught three years or less (Caspersen & Raaen, 2014).

Outcome-Based Accountability Measures: Measures based on the program graduate's performance as a classroom teacher (Aldeman, Carey, Dillion, Miller, & Silva, 2011). Outcome measures include but are not limited to student achievement scores, retention rates, and employer feedback.

Pre-Service Teacher: A student enrolled in an EPP who is preparing to become a certified teacher.

Program Evaluation: Program evaluation is the practice of constructing knowledge about the value of a program prompting program improvement that is applicable and useful (Shaddish, 1994).

Teacher Effectiveness: A measure of a teacher's impact on student learning gains (Crowe, 2008). This term is often used interchangeably with teacher quality. See the teacher quality definition.

Teacher Preparation Program (TPP): Teacher preparation training in a four- to five-year college or university based undergraduate program (Zeichner & Conklin, 2008).

Teacher Quality: The evidence of critical teaching skills that provide a successful education for all students (Lesley, Gee, & Matthews, 2010). This evidence is usually measured in how well a teacher's students score on tests of achievement (Zumwalt & Craig, 2008). This term is often used interchangeably with teacher effectiveness. See the teacher effectiveness definition.

Texas Education Agency (TEA): A state agency that is responsible for overseeing primary and secondary education in the State of Texas (TEA, 2015a).

Texas Examination of Educator Standards (TExES): A series of criterion-referenced standardized tests that measure the test-taker's knowledge of an established criterion based on the Texas Essential Knowledge and Skills curriculum. Test taker's take specified examinations based on the area/s (e.g., early childhood-sixth grade, reading education) that he/she wants to be certified to teach (Educational Testing Service, 2015).

CHAPTER II

LITERATURE REVIEW

Introduction

The preparation of teachers has become a national focus as policymakers, educational organizations, prominent individuals in the field, educational researchers, and educator preparation programs (EPPs) have all contributed to the discussion of the "why," the "how," and the "what" in a conversation centered on strengthening teacher preparation. The "why" constitutes the rationale behind the call for stronger teacher preparation improvement. The "how" centers on ways to hold EPPs more accountable for their preparation of teachers with the intention of fostering improvement and/or dismantlement of programs. Finally, the "what" in the conversation brings together the "how" and the "why" by showing what can be done by EPPs in response to the call for more rigorous accountability and program improvement so that teachers are prepared to be effective in P-12 classrooms. In order to situate the current discussion of EPP accountability and improvement, a historical perspective of EPPs is needed to better understand the present rationale for improving teacher preparation. In addition, the accountability measures being debated and the use of program evaluation as a tool for EPPs to respond to the calls of accountability and improvement are warranted elements in the conversation. Finally, a discussion on the EGE6 program in Texas and at CSU is merited. These topics will provide better insight as to why it is necessary to determine the efficacy of the CSU EGE6 certification using outcome-based measures that secure

the perceptions of principals, program graduates, and STS by investigating the following research question:

> In response to the national call for more rigorous accountability that measures the impact of educator preparation programs on readying teachers for the classroom and through the use of program evaluation, what are the perceptions of principals, program graduates, and student teaching supervisors concerning the efficacy of Central State University's early childhood through sixth grade English as a second language/generalist educator preparation certification program in regard to preparing pre-service teachers for the knowledge and skills needed in the classroom?

Historical Perspective on EPP Accountability from the 1800s to Present

In viewing the United States' history of EPP accountability, a foundation must be established that illustrates teacher certification, the rise of teacher preparation programs, the evolution of teacher preparation in the early 20th century, and the federal influences that have impacted the accountability of EPPs. It is noted that accountability and accreditation are not equivalent terms. Accountability is defined as a process of gathering data to inform policymakers, the general public, accrediting bodies, and other educational stakeholders about the status of an EPP's performance (CCSSO, 2012). While accreditation is a status granted after an EPP has demonstrated to a state and/or national organization that its program is sound and rigorous (National Research Council, 2010).

Teacher Certification in the United States

Teacher certification deals with obtaining the appropriate credentials (e.g., college degree, passing a licensing test) from an authoritative source (e.g., state government) and allows one to instruct in a classroom (Collins & O'Brien, 2011). Agnus (2001) discussed that in colonial America, a teacher was certified to teach if

judged to have good moral character by the town's minster/s. Knowledge of content matter and pedagogical skills did not impact the hiring of a teacher until the 19th century when civil authorities were given the power to hire teachers. This shift in sanctioning authority began with the development of the common school model (i.e., organization of schools into elementary, junior high, and high schools), and attempts were made to establish systems of formal training for teachers (Labaree, 2008).

Rise of Formal Teacher Training

Angus (2001) wrote that one of the largest formal training programs for teachers was state normal schools. Normal schools were designed to train a large number of candidates in order to fulfill a need for teachers in the public school system. These schools typically offered upper high school content and pedagogical coursework. They eventually evolved into state colleges and universities. In the early 1900s states began to increase the requisite training for teacher certification with requirements varying from state-to-state (Angus, 2001).

Call for Accountability at the Start of the 20th Century

As the preparation of teachers became more formalized at the start of the 20th century, the call for quality control of teachers began. Angus (2001) noted that in tandem to the call for better teacher quality, this period of history reflected distinct differences in social classes along with an influx of immigrants. Additionally, the economic structure of the country was shifting from an agrarian society to an industrial one. With this shift, different economic problems arose requiring different solutions. Education was seen as a way to remedy the social problems of society by presenting

"scientifically-based solutions that appeared to be nonpolitical" (Angus, 2001, p. 13). These scientifically-based solutions focused on making sure students had basic skills.

In 1946, the National Education Agency created the National Council on Teacher Educator and Professional Standards to facilitate professional standards in teaching including certification in order "to protect the public from incompetent teachers" (Angus, 2001, p. 22). In 1950, Angus (2001) reported that states had authority to determine certification criteria such as specific courses and hours required, but the EPP had the power to determine how to implement the details of the state criteria. This excessive control of teacher preparation by EPPs led to the creation of the National Council for the Accreditation of Teacher Education (NCATE). NCATE was founded in 1954 because there was a need for an independent accreditation body that could assure quality in teacher preparation (NCATE, 2014).

Federal Influences that Impacted EPP Accountability

Three major federal influences have had an impact on EPP accountability. They include the publication of A *Nation at Risk,* the Higher Education Act (HEA), and No Child Left Behind Act (NCLB).

A Nation at Risk. The government sponsored a 1983 publication, *A Nation at Risk*, that raised concern over the state of education thrusting the issue of educational reform into the public spotlight like it had never been viewed before (Glatthorn, Boschee, Whitehead, & Boschee, 2012). Instilling a sense of fear in the American public, it fostered ideas that education in the United States had fallen behind other countries, and schools were failing (Tobin, 2012). The report stated, "teacher

preparation programs need substantial improvement" (National Commission on Excellence in Education, 1983, p. 20); however, no recommendations were made on how to improve teacher preparation.

Higher Education Act. Tier II of the HEA of 1965, reauthorized in 1998, requires states to submit three annual reports to disclose specific information concerning EPPs. Information contained in the reporting includes but is not limited to state certification and license requirements, state licensing pass rates, criteria for identifying low performing schools, and the number of students enrolled in EPPs by gender, race, and ethnicity (U.S. Dept. of Ed., 2013).

No Child Left Behind Act of 2001. NCLB hailed in a new wave of public education reform with direct implications on EPPs (Gansle et al., 2014). It mandates that states must increase "the number of highly qualified teachers in the classroom" (NCLB, 2002, Title II, Sec. 2101). This is the first piece of legislation that specifically linked teacher quality and student achievement (Tobin, 2012). Steadman and Evans (2014) wrote that by addressing the issue of a highly qualified teacher, this legislation placed more accountability on states and EPPs to evidence their ability to meet this mandate.

Current State of Federal Legislation

On December 13, 2014, the U.S. Department of Education released proposed changes to the reauthorization of the HEA. Kumashiro (2015) wrote that these changes would require more state regulation resulting in ranking EPPs as either exceptional, effective, at risk, or low performing. State regulations would require that EPPs

evidence performance of student learning outcomes (i.e., how well EPP graduates impact student learning through state achievement test scores), employment outcomes (i.e., retention rates of EPP graduates in high-need schools), survey outcomes (i.e., employer and EPP graduates' perceptions of the EPP quality of preparation received), and accreditation by either a state or an outside accreditation body such as Council for the Accreditation of Educator Preparation (U.S. Dept. of Ed., 2016). Koolbeck (2015) reported that these mandates were met with criticism from EPPs. In March 2017, the proposed HEA reauthorization accountability mandates were rescinded by Congress (Koolbeck, 2017). While these mandates did not become part of the reauthorization of HEA, they serve as evidence of the current social and political discourse on EPP improvement. The rationale for this discourse follows.

Rationale for Improving EPPs

Dillon and Silva (2011) wrote "Most school reform efforts have focused on schools, districts, and communities. But the move to assess teacher education and publicize the results put higher education under a spotlight that it has rarely experienced" (p. 54). The rationale (i.e., the "why") for this is centered on a call for teacher preparation improvement grounded in three major schools of thought that intertwine. These include (a) an economic rationale for improving teacher preparation, (b) the need for knowledge-based learning, and (c) the influence of teacher quality on student learning.

Economic Rationale

An economic rationale propels the conversation forward concerning the call for EPP improvement and accountability. Human capital theory underlies this rationale and is exemplified in the concerns raised by test scores of students in the United States versus international students and by the globalization of the workforce.

Human capital theory. Cochran-Smith and Villegas (2015) reviewed 1,500 studies conducted between 2000 and 2012 in order to develop a framework that conceptualizes the landscape of research on teacher preparation. They traced the economic influences that have impacted education and in particular the preparation of teachers. Economic influences of the early 20th century have evolved from an industrial-focused economy to a knowledge-based economy. In a knowledge-based economy, the focus is on how to produce and distribute informational goods and services. This shift has created new labor markets, patterns of production, and patterns of consumption. Cochran-Smith et al. (2012) termed this as human capital theory, and they emphasized that this theory has the greatest influence on the call for EPP improvement and accountability. In this theory, schools must be prepared to "produce a workforce that can meet the demands of the completive global market" (Cochran-Smith et al., 2012, p. 11).

Examples of human capital theory. Two examples are found in the literature regarding EPPs improving the efficacy of preparation. These revolve around test scores of students in the United States compared to international students and a call for a globalization of the workforce.

Test scores of students in the United States vs. international students. Cibulka (2011) shared that one of the pushes for more EPP accountability is positioned in the discrepancy of student scores on international measures like the Trends in International Mathematics and Science Study (TIMSS) and Programme for International Student Achievement. For example, scores on the 2011 TIMSS showed that fourth grade students in the United States were ranked 11th out of 50 countries with Singapore ranking first, and eighth grade students were ranked eighth out of 42 countries with the Republic of Korea ranking first (Mullis, Martin, Foy, & Arora, 2011). Donovan et al. (2014) stated that these rankings have put tremendous pressure on EPPs to ensure that they are able to prepare teachers to improve student performance on these types of measures.

Globalization of the workforce. Apple (2001) wrote that the dominant conservative political forces see "the world as intensely competitive economically, and students–as future workers–must be given the requisite skills and dispositions to compete efficiently and effectively" (p. 38). The CCSSO (2012) stated that the jobs that exist today may not exist in the future, and the future will have jobs that are not yet imagined by society. Thus, to ensure that students receive the highest quality education that puts them first in the world, EPPs must meet the demand of global preparation. To do this, they must examine current practices and transform those practices with the intent of preparing teachers who are able to equip P-12 students with the knowledge and skills needed to be college-and-career ready (CCSSO, 2012).

Knowledge-Based Learning

Meeting the needs of a knowledge-based economy in a human capital era, requires that teachers are prepared to teach with a knowledge-based learning approach that reaches all students in a powerful and effective manner (Darling-Hammond, 2010). In a synthesis on the research on teacher preparation, Cochran-Smith et al. (2015) identified knowledge-based learning as a theme in teacher preparation. They discussed the knowledge-based approach differs from the transmission of factual information because it requires teachers to facilitate learning by providing students with experiences to construct knowledge and to think at a more critical level in order to pose and solve problems.

Influence of Teacher Quality on Student Learning

Teacher quality has been connected to student learning (Goldhaber, 2016; Lesley et al., 2010). The Rand Corporation (2012) stated, "Many factors contribute to a student's academic performance, including individual characteristics and family and neighborhood experiences. But research suggests that, among school-related factors, teachers matter most" (p. 1). Chetty, Friedman, and Rockoff (2014a) conducted a longitudinal study collecting data on math and English test scores from 2.5 million students in third through eighth grade. They found students' test scores were predictive based on the teachers encountered. To show that the teacher's impact went beyond the student success on achievement tests, researchers conducted a follow-up study demonstrating that students who were assigned to high quality teachers were more likely to attend college and earn a higher salary (Chetty et al., 2014b). The implication

of a highly-qualified teacher has impacted EPPs as these are the entities responsible for preparing teachers for the classrooms of the 21st century (Gansle et al., 2014). Therefore, at the end of a teacher preparation program, the more highly qualified the pre-service teacher is, the more likely he/she will positively impact student learning.

EPP Accountability

Ludlow et al. (2010) noted that the 2006 Spelling's Commission's report on Higher Education was a turning point in the conversation on EPP accountability. The Commission reasoned that because of the absence of EPP accountability measures that EPPs were in need of dramatic improvement. The report recommended that EPP accountability focus on meaningful outcomes such as a national standardized metrics. The "how" of accountability for EPPs is a much-heated debate among a web of actors including federal, state, and local agencies, professional organizations, national and regional accreditors, EPPs, and a multitude of other influences that encompass "think-tanks" and prominent individuals in the field (Cochran-Smith et al., 2012). In the current discourse of what EPP accountability should encapsulate, outcomes-based measures have received the most attention; whereas, input measures were previously used to judge the efficacy of an EPP. The most frequently discussed outcome-based measures are illustrated in the proposed reauthorization regulations under Title II of the HEA.

Input Measures vs. Outcome-Based Measures of Accountability

Cochran-Smith et al. (2012) discussed that prior to the mid-1990s, EPP accountability measures focused on input measures that included examining the

qualifications of EPP faculty, the content of the courses especially in regard to national standards, and fieldwork experiences. In other words, input measures focus on what goes on inside the walls of the EPP. Input measures are within the control of the EPP. While outcome-based measures focus on measuring how teacher preparation translates outside the walls of the EPP in relation to how program graduates perform as a classroom teacher (Aldeman et al., 2011).

NCATE's (2010) Blue Ribbon Panel studied and proposed teacher preparation improvement steps. The panel emphasized that what EPP graduates know is not as important as how they put that knowledge into practice in the classroom. The need for outcome-based measures of accountability is based on the premise that little information is known about the classroom success or failure of a teacher once his/hers preparation program has been completed (Aldeman et al., 2011). The Council for the Accreditation of Educator Preparation (CAEP) is the merger of Teacher Education Accreditation Council (TEAC) and NCATE, two prominent non-governmental national accreditation bodies for EPPs. Institutions seeking accreditation through CAEP must show evidence of outcome-based measures. These measures of impact address "the results of preparation at the point where they most matter—in classrooms and schools . . . . The paramount goal of providers is to prepare candidates who will have a positive impact on P-12" (CAEP, 2015a, p. 13).

Darling-Hammond (2010) warned against the exclusive use of outcome-based measures of accountability. She wrote that it is equally as important to focus on the essential ingredients of a quality teacher preparation program. These inputs should

focus on the quality of the curriculum and clinical experiences so that theory and practice are married together to support and enhance one another. Using medical school as a comparison to EPPs, Darling-Hammond (2010) discussed that a medical school that neglects providing its students with knowledge of pathology and intern experiences under a skilled doctor in appropriate teaching hospitals will not be accredited as these are some of the essential ingredients needed in the profession; thus the accreditation of EPPs needs the same types of input measures.

Proposed Outcome-Based Accountability Measures in the HEA

The proposed changes to HEA provide examples of the most "popular" outcome-based measurements discussed in the literature (Aldeman et al., 2011; CCSSO, 2012; Crowe, 2010). Three examples of outcome-based accountability measures are illustrated in the proposed reauthorization of the HEA (U.S. Dept. of Ed., 2016a) and are outlined below along with the perspectives of different voices who are part of the accountability discourse.

Employment outcomes. Tracking employment outcomes of EPPs shows evidence of three-year retention rates and the types of schools where new teachers are employed, especially in schools that are considered to be high-needs schools. Crowe (2010) discussed this type of measure allows EPPs to collect evidence on what types of schools their program graduates are hired in and how long they stay. He shared that persistence in teaching is low for new teachers who are hired in high-needs schools (i.e., schools labeled low achieving often with a high poverty and minority student population). Teacher preparation matters in relation to the retention of new teachers in

high-needs schools. Darling-Hammond (2010), citing her own 2006 study on effective teacher preparation programs, noted that teacher preparation can effectively prepare teachers for placements in high-needs schools. CAEP (2015a) accreditation criteria includes retention as a measure of an EPP's efficacy.

Teacher and employer feedback. This accountability measure solicits teacher feedback about the effectiveness of their preparation and employer feedback on how well he/she perceived the effectiveness of a novice teacher's preparation in the form of surveys. The intent of this study was to obtain employer and teacher feedback in order to assess the efficacy of the CSU EGE6 certification program. Ginsberg and Kingston (2014) supported this type of accountability effort stating information obtained from surveys can provide EPPs with valuable information concerning the effectiveness of preparation. Information can flag potential areas of preparation that are of concern and that may need further investigation by the EPP and/or the state (Crowe, 2010). In evaluating the Stanford Teacher Education Preparation Programme, Darling-Hammond et al. (2010) reported that principal (i.e., employer) and program graduate surveys were used to track perceptions of how well the EPP prepared pre-service teachers for the classroom. While the overall perceptions of both stakeholders were positive, information concerning the need to more critically examine some programming areas were noted, especially in the areas of how well prepared teachers were to use research to make decisions and involve parents. Satisfaction of employers and of program graduates as a measure of accountability is supported by CAEP (2015a) as one of this accreditation body's standards.

Student learning outcomes. In this accountability measure, student growth as measured by state or local evaluation instruments will be tied to teacher effectiveness during a teacher's first three years of teaching. This accountability measure has raised the most argument concerning its value as an outcome-based measure.

Supporting voices. On one side of the continuum are those who support this measure. These voices are often from sources that are not in the business of preparing teacher educators. Educator Sector is one of those voices. This organization self-describes as an educational think tank dedicated to making a measurable impact on education (Educator Sector, 2014). In a policy brief sponsored by the organization, the authors outlined that the most meaningful measure of an EPP's performance is missing in the ways EPPs are held accountable (Aldeman et al., 2011). This missing element is a measure of how well a teacher is able to teach as quantified by student learning. The authors proposed that this element can be determined by using student achievement data that are linked back to the teacher. The teacher and his/her student achievement data are then traced back to the EPP. Being able to trace P-12 student achievement back to an EPP as a measure of accountability is also supported by CAEP (2015a) as one of this accreditation body's standards, and states qualifying for Race to the Top federal grants had to link student achievement scores back to teachers and the EPPs that prepared them (U.S. Dept. of Ed., 2009).

Voices of dissent. On the flip side of the continuum are voices that argue that the alignment of teachers' students' achievement scores is not a valid and reliable measure of the EPP's impact on preparing teachers. These voices are mostly

represented by EPPs. Kumashiro's (2015) review of the proposed Title II HEA outcome-based accountability sponsored by the National Education Policy Center housed at the University of Colorado represents the EPP voice. In his discussion of this outcome-based measure, Kumashiro (2015) noted that the logic behind such a measure is faulty:

> The regulations inaccurately infer the reverse and the inverse are true: namely that student learning is solely the result of having an effective teacher, and that the lack of student learning is solely the result of having an ineffective teacher. Furthermore, the regulations trace this casual chain back one more step to the effectiveness of the program that prepared the teacher. (p. 6)

Additionally, other researchers have pointed that such measures are not statistically reliable or valid. Gansle et al. (2014) examined student achievement data matching the data to teachers and the teachers to their EPPs. The study found that overall, there was little discernable difference among the performance of teachers from various EPPs. However, what is noteworthy about this study was the discussion of its limitations. The authors relayed two limitations to conducting studies that link student achievement data back to EPPs through teacher assignment. First, areas tested for student achievement are not representative of all content areas where pre-service teachers are prepared. Second, linking annual data to students of one teacher is not practical because current year achievement can be impacted by other influences such as past teachers, attendance, disability, and poverty. The researchers cautioned that there are many hidden variables that cannot be controlled.

Intersecting External and Internal Accountability through EPP Program Evaluation

What can be done in response to preparing teachers for the classrooms of the 21st century and the call for more rigorous external outcome-based accountability? Program evaluation is one way EPPs have addressed both the need to prepare teachers for 21st century learners (i.e., the "why") and the mandated and non-mandated external outcome-based accountability measures intended to foster program improvement or dismantlement (i.e., the "how). Shaddish (1994) defined program evaluation as the practice of constructing knowledge about the value of a program prompting improvement that is applicable and useful. This stands in contrast to program accountability that uses data to solely grade the EPP's performance (e.g., proficient, acceptable, in need of improvement) in order to determine if the EPP can or should continue with the preparation of teachers (CCSSO, 2012).

Abma and Widdershoven (2011) noted that evaluation is a sociopolitical process that emerges and is grounded in real world problems. The current sociopolitical landscape of teacher preparation serves as a valid rationale and practice for the use of program evaluation as a viable response to the political landscape surrounding EPPs. Stakeholders play a vital role in program evaluation as their perceptions are often solicited concerning the efficacy of the program (Fitzpatrick et al., 2011). It is within this context that EPPs have begun to assess their own programs by intersecting internal and external accountability measures (Baecher, 2012; Cuthrell et al., 2014, Ludlow et al., 2010; Schaffer, 2014). A discussion of intersecting internal and external

accountability measures is an avenue for program evaluation, and example case studies of EPPs who have undergone program evaluation follow.

Intersecting External and Internal Accountability Measures

Ludlow et al. (2010) suggested and exemplified the use of internal accountability measures intersecting with external outcome-based accountability measures. External measures focus on accountability as evaluated by outside sources intended to regulate. However, internal accountability measures are generated by individual EPPs to fit the mission, goals, and objectives of the EPP (Ludlow et al., 2010). Plecki et al. (2012) noted that tensions often exist between those whose primary role is outside the EPP (e.g., state agencies) and the EPP. Researchers contended accountability measures should not be viewed as opposing sides, rather internal and external measures of accountability can complement one another by sharing the responsibility of a program's efficacy.

Ludlow et al. (2010) demonstrated how Boston College's EPP underwent a program evaluation process focused on using both external and internal accountability measures. The authors described four key components for creating an internal accountability model that worked with an already mandated external accountability model. These components include a portfolio of studies, participation of stakeholders and faculty, recognizing the mission, goals and objectives of the EPP, and the development and use of a database.

Portfolio studies. The first component was the creation of a portfolio of studies. In this portfolio, a team of faculty designed multiple studies to investigate the

EPP. These studies included quantitative, qualitative, and mixed methods. They targeted all areas of the program including following program graduates into the classroom. Encompassed within the portfolio of studies were external accountability measures (e.g., employer feedback) and internal accountability measures (e.g., observations of teachers in the classroom).

Involvement of faculty and other stakeholders. The second component encouraged the participation of faculty and stakeholders in designing the portfolio studies and analyzing the data. Ludlow et al. (2010) stated that in order for meaningful changes to occur, stakeholders must be involved. This premise of program evaluation is supported by Fitzpatrick et al. (2011), who stated that when stakeholders are involved in all aspects (e.g., decisions about what is evaluated, data collection, data analysis), the findings of the program evaluation are more powerfully employed and monitored by the stakeholders.

Recognition of mission, goals, and objectives. The third component recognized that the mission, objectives, goals, and values of both the college and the EPP needed to be reflected. Ludlow et al. (2010) wrote that this component is very individualized to each EPP. This allows internal accountability measures to provide specific information that is aligned to the EPP in ways that external accountability measures cannot.

Development and use of a database. The final element is the need to develop and maintain a database. This database should be easily accessible and user-friendly so that faculty and stakeholders can enter or view data at any time.

Summary of four components. Ludlow et al. (2010) concluded that the amount of time, resources, and money that went into such a program evaluation was extensive but warranted,

> especially if the alternative is a standardized, generic assessment used alone. The return for this effort is a system that is tied specifically to the institution and is responsive both to its internal needs and the external demands for accountability. (p. 366).

In response to the external accountability measures that are in place and those with potential to be in place, the notion of balancing accountability that is inclusive of both external and internal accountability becomes more meaningful to the EPP because each outlines a portfolio of studies that are uniquely tailored to its program, values, and goals while at the same time including external accountability measures into its portfolio. Ludlow et al.'s (2010) four evaluation components foster a learning process for the program allowing stakeholders to ask critical questions of the program in order to facilitate improvement (Adma & Widdershoven, 2011).

Case Studies that Exemplify EPP Program Evaluation

Program case study research on EPPs demonstrate the process by which an EPP was evaluated and how findings were used or could be used to drive program improvement (Baecher, 2012; Cuthrell et al., 2014, Ludlow et al., 2010; Schaffer, 2014). The research literature reflects EPP program evaluation that ranges from the use of multi-dimensional measures over a long-time span to smaller scale studies with fewer measures and shorter time periods.

Multidimensional and multiyear case study. Cuthrell et al. (2014) documented an eight-year journey of program improvement at their EPP. In the first

phase, they conducted a program evaluation using a portfolio of multiple measures to gather information on the program. Some of the measures included principal feedback on program graduates, feedback from program graduates, state certification results, and program graduates' impact on their students' achievement as measured in state testing. As researchers culled the data, they also used the data to seek other sources to find more information. Results from the program evaluation were then used by faculty to revise and improve programing. Examples of improvement included vertically and horizontally aligning curriculum so that pre-service teachers could see the connection between courses, creating online learning modules that were embedded into courses to create a common discourse on high leverage practices, and the hiring of instructional coaches to coach rather than mentor pre-service teachers through internship and student teaching experiences.

Smaller scale case study. Schaffer (2014) shared how faculty at her EPP felt that they were doing a good job in readying their pre-service teachers. However, upon examination of administrator and cooperating teacher feedback on student teachers, it was evident that pre-service teachers did not have a solid understanding of assessment. In other words, the program was not being accountable to the needs of the public school. This finding prompted further program evaluation, and a task force comprised of public school stakeholders and faculty was formed. Using the data from the program evaluation, the EPP revised practices to create a required performance-based project. This project centered on pre-service teachers selecting, implementing, and reflecting on their assessment practices during the student teaching semester. To ensure success for

this culminating project, faculty had to spiral the requisite language, skills, and strategies back through the coursework; thus, the program evaluation finding touched on many points in the program before pre-service teachers were required to complete the capstone project. Schaffer (2014) shared that when accountability and program evaluation intersect, an EPP is able to strengthen its program in order to impact teacher effectiveness in P-12 schools.

EPP Stakeholder Perceptions Regarding Program Evaluations

Stakeholders are individuals who are involved in the setting up of the program evaluation and/or hold an interest in the program under evaluation (Mertens, 2005). Often stakeholder perceptions are sought in order to design evaluation protocols, provide data concerning a program, help interpret data findings, and/or design and implement strategies of improvement based on the program evaluation's findings (Fitzpatrick et al., 2011). In research concerning the effectiveness of an EPP's preparation of pre-service teachers for the classroom, principals and program graduates can be solicited as stakeholders to inform the EPP of its teacher preparation program's efficacy. Levine (2006) and Lesley et al. (2010) conducted studies that solicited the perceptions from these stakeholders concerning value of an EPP's ability to prepare classroom teachers.

Studies Capturing Principal and Program Graduate Perceptions on EPP Effectiveness

While the importance of these stakeholders was evidenced in the proposed HEA 2016 legislation as an accountability measure (U.S. Dept. of Ed., 2014), there is

limited research that examines both principal and program graduate perceptions of an EPP's ability to prepare classroom teachers (Baecher, 2012). However, two studies are especially noteworthy in capturing the perceptions of principal and program graduate concerning value of an EPP's ability to prepare classroom teachers. The first study was conducted by Levine (2006), and it solicited principal and program graduate perceptions across 28 EPPs. The second is a case study conducted by Lesley et al. (2010), and it explored the perceptions of school administrators and program graduates in relation to one EPP.

Perceptions of principals and program graduates across multiple EPPs. In the wake of the call for more EPP improvement and accountability, the purpose of Levine's (2006) study was to ascertain the state of the nation's EPPs' ability to produce quality teachers. In doing this, Levine (2006) surveyed stakeholders from 28 colleges of education across the United States. Principals and program graduates were two sets of stakeholders included. Findings revealed that 40% of principals and 58% of program graduates felt that an EPP "very well or "moderately well" prepared teachers for the classroom. Looking at the perceptions of principals, EPPs scored highest in their ability to prepare teachers in subject matter with a 72% rating for "very well or "moderately well" prepared. In reference to program graduate perceptions concerning the quality of their preparation, they scored their EPP's preparation highest in the area of understanding how students learn with 81% providing a rating of "very well or "moderately" prepared. However, both principals and program graduates rated EPPs lowest in preparing teachers to work with and address the needs of students with

limited English proficiency with a principal rating of 16% and a program graduate rating of 27% for "very well or "moderately well" prepared. Levine (2006) concluded that overall results showed that our nation's EPPs are failing to produce quality teachers because stakeholders' perceptions would be considered a failing grade on any school examination. It is noted that Levine's (2006) study is the most current peer-reviewed large-scale national study that examined principal perceptions concerning the EPP efficacy of teacher preparation (Zeichner & Conklin, 2016).

Perceptions of principals and program graduates at one EPP. One purpose of Lesley et al.'s (2010) study was to examine the effectiveness of their EPP by interviewing stakeholder groups, two of which included program graduates and school administrators. Findings revealed that 53% of the program graduates felt very well prepared to teach in the classroom. They reported that they felt the teacher preparation program did not prepare them well for classroom management, teaching reading, knowing the laws, and clerical issues such as keeping up with paperwork. An overarching theme in the school administrator's interviews was the need for a better connection between university coursework and actual classroom practice. Lesley et al.'s (2010) study exemplifies what an EPP can do in response to the call for EPP improvement and accountability. "As teacher educators, we need to turn the mirror on ourselves. We need to examine our practice from a developmental perspective" (Lesley et al., 2010, p. 48).

Connecting Professional Standards to EPP Evaluation

Cochran-Smith (2001) noted that there must be an underlying construct of what beginning teachers should know and be able to do before outcome measures are designed. In other words, how will regulating bodies (i.e., state, federal, accreditation organizations) and EPPs be able to determine if teacher preparation programs are readying teachers who "know and can do what they ought to know and be able to do" (Cochran-Smith, 2001, p. 6)? Darling-Hammond (2006b) answered this query stating the professional standards developed by national organizations such as the Interstate Teacher Assessment and Support Consortium (InTASC) and NCATE (i.e., now CAEP) should be used in program planning as they reflect a consensual research-based perspective on what novice teachers should know and be able to do. Professional standards represent objectives that have been deemed essential for teaching and are descriptions of what effective teaching encompasses (National Research Council, 2010). InTASC and CAEP are two organizations that have developed professional standards, and a majority of states use professional standards in the development of accountability measures for EPPs (National Research Council, 2010). The accountability measures are reflected in the instruments used to evaluate the effectiveness of the EPP. In Texas, this is exemplified in the use of a principal survey and a candidate (i.e., pre-service teacher in the EPP) survey that solicit perceptions of how well a teacher/candidate was prepared by the EPP for the classroom. Domains on each survey align with professional standards.

InTASC and CAEP Standards

InTASC is an organization dedicated improving teacher preparation, licensing, and the professional development of in-service teachers (CCSSO, 2015). It is comprised of representatives from state education agencies and national educational organizations. InTASC's standards represent "what teachers should know and be able to do to ensure every K-12 student reaches the goal of being ready to enter college or the workforce in today's world" (CSSO, 2011, p. 3). It is noted that InTASC (CSSO, 2011) has 10 professional standards: (a) learner development, (b) learning differences, (c) learning environments, (d) content knowledge, (e) application of content, (f) assessment, (g) planning for instruction, (h) instructional strategies, (i) professional learning and ethical practice, and (j) leadership and collaboration.

CAEP is an outside accreditation body for EPPs, and an EPP seeking accreditation through CAEP is voluntary for some but mandated by state law for others. The purpose of CAEP is to advance "excellent educator preparation through evidence-based accreditation that assures quality and supports continuous improvement to strengthen P-12 student learning" (CAEP, 2015b, p. 1). CAEP (2015a) has five standards with the first three grounded in the National Academy of Sciences' 2010 report on *Preparing Teachers: Building Evidence for Sound Policy*. CAEP's standards are: (a) content and pedagogical knowledge, (b) clinical partnerships and practice, (c) candidate quality, recruitment, and selectivity, (d) program impact, and (e) provider quality assurance and continuous improvement.

Professional Standards Translated into Evaluation

Professional standards can be used in the evaluation of how well an EPP readies teachers for the classrooms (Fitzpatrick et al., 2011). They can be viewed as a set of knowledge that must be exemplified in order for EPPs to be accredited or meet national and/or state accountability measures. In order to evaluate an EPP, each set of knowledge can then become a domain that is measured (Lynch et al., 2006). In Texas, many of the professional standards designated by InTASC and CAEP are threaded through two accountability instruments (i.e., principal and candidate surveys) that measure an EPP's effectiveness. In addition, the student teacher final evaluation instrument used at CSU based on Danielson's *Frameworks for Teaching* evidences InTASC and CAEP professional standards. Domains in each of these three instruments align with professional standards and were utilized as data sources for this study.

Professional Standards as Measured in Texas and on CSU's Student Teacher Evaluation

In Texas, an EPP's ability to ready teachers for the classroom is evaluated using four accountability measures, and these measures are administered by TEA. Two measures solicit stakeholder feedback in the form of surveys. One survey is administered to principals who employ first-year teachers, and the other survey is administered to EPP pre-service teachers (i.e., candidates) after program completion but prior to beginning their teaching career. These two measures solicit stakeholder perceptions on how well the beginning teachers are prepared by the EPP for the knowledge and skills needed in the classroom. It is noted that the two measures are

comparable in the types of knowledge (i.e., domain) that are measured. There is one slight differentiation in the domains measured. The principal survey has one extra domain measured (i.e., teacher effectiveness on student achievement). The domains measured on these two survey instruments are representative of InTASC and CAEP professional educator standards. They are also the domains that were measured to help determine the efficacy of the EGE6 teacher preparation program at CSU. The domains on the surveys measure perceptions of preparedness by the EPP in: (a) classroom environment, (b) instruction, (c) students with disabilities, (d) English language learners, (e) technology integration, (f) use of technology data, and (g) overall evaluation of the EPP (TEA, 2014b). The principal survey has an 8th domain, teacher effectiveness on student achievement (TEA, 2014b).

At CSU, the student teacher final evaluation is used to determine a pre-service's ability in the classroom during his/her clinical experience. The evaluation tool is based on Danielson's Frameworks for Teaching, and it measures a student teacher's knowledge and skills in four domains: (a) planning and preparation, (b) classroom environment, (c) instruction, and (d) professional responsibilities. While student teachers are not classroom teachers when this instrument is administered, it provides an additional source of evidence of the EGE6 preparation program's ability to ready a teacher for the classroom as all coursework and field-based experiences have been completed prior to this capstone class. Like the principal and candidate surveys administered by TEA, the student teaching final evaluation is grounded in InTASC and CAEP national standards. Figure 2.1 depicts how professional standards influence and

connect to the domains on the principal survey, candidate survey, and the student teacher final evaluation.

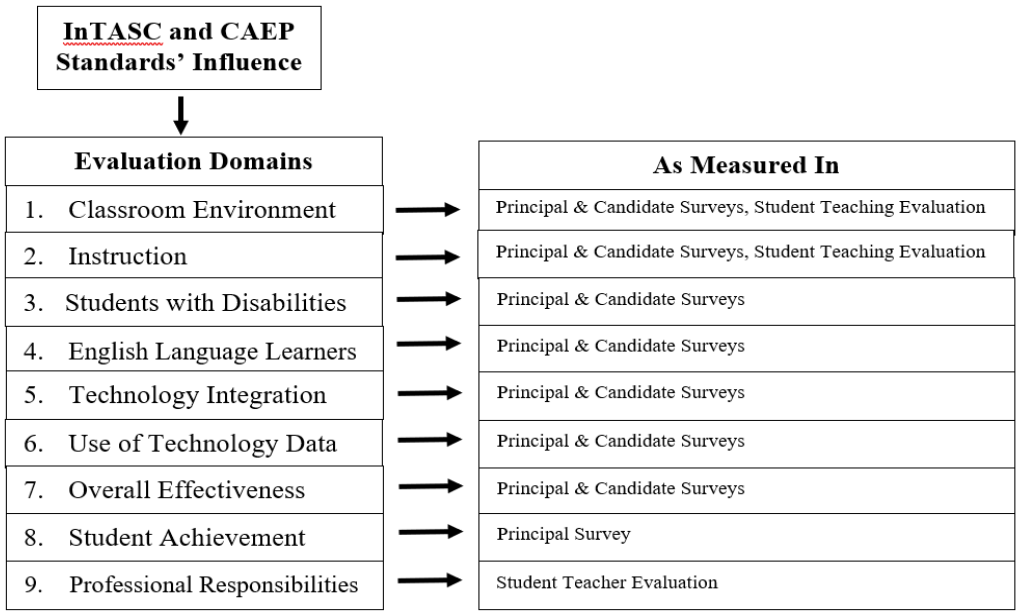

Figure 2.1. InTASC and CAEP Standards' Influence on EPP Evaluation Domains on Texas Principal and Candidate Surveys and on the Student Teacher Final Evaluation at CSU.

Domains Measured by TEA and the Student Teaching Final Evaluation at CSU

Each domain measured in the two TEA accountability surveys (i.e., principal and candidate) and the student teacher final evaluation at CSU are discussed below. An overview on how each aligns to the literature, what is measured in the domain by each instrument, how the domains measured complement professional standards, and the research on how novice teachers perform on these domains is provided. These domains were measured in this study to help determine the efficacy of the EGE6 teacher preparation program at CSU.

Classroom environment. The National Research Council (2010) stated that teacher preparation programs must ensure that pre-service teachers are readied to take charge of a classroom and manage student behavior. This includes but is not limited to being able to develop relationships with students, create productive and respectful classrooms, motivate students to learn, and include parents in the learning process. Wolff, van den Bogert, Jarodzka, and Boshuizen (2015) wrote the effective management of a classroom environment is foundational as it allows attention to be given to other areas of teaching. The importance of establishing a positive classroom environment is illustrated by Bigham, Hively, and Toole (2014) who interviewed principals concerning the attributes they expected novice teachers to possess. Classroom management and the ability to deal positively with students emerged as one of the top 15 attributes.

TEA (2014b) outlined that the classroom environment domain on the principal and candidate surveys refers to the novice teacher's ability to effectively manage classroom procedures and discipline, communicate expectations to students, support an equitable learning environment, and establish a positive rapport with students and families. The student teaching final evaluation domain on classroom environment requires evidence of an environment of respect and rapport, a culture for learning, management of classroom procedures and student behavior, and optimal organization of physical space. The classroom environment domain on all three instruments is represented in both the InTASC standards (CCSSO, 2011) and CAEP (2015a) standards. InTASC aligns to this domain in its third standard, learning environments. In

this standard, the teacher is able to create an environment of support that fosters learning and self-motivation. This third standard of InTASC is specifically referenced as criteria in CAEP's first standard, content and pedagogical knowledge. It is noted that this standard specifically states that all 10 InTASC standards must be evidenced by an EPP seeking CAEP accreditation.

The research reflects that novice teachers struggle with classroom environment. Levine's (2006) study utilized classroom environment response questions by soliciting feedback from principals and others (e.g., program graduates, deans) on how they perceived graduates were prepared to maintain order and discipline in the classroom and how they worked with families. Results revealed that 33% of principals and 57% of program graduates felt the novice teacher was very well and moderately well prepared by the EPP to maintain order and discipline in the classroom. In addition, survey data reflected 21% of principals and 43% of program graduates were very well and moderately well prepared by the EPP to work with families.

Daniels (2009) captured why Levine's findings for this domain may be low by stating that novice teachers "consistently express the desire for additional help in the area of classroom management" (p. 18). The difficulty with classroom environment is evidenced by Wolff et al. (2015) who compared novice teachers to expert teachers. Findings showed that within the classroom environment, expert teachers saw the classroom as a central place for learning and were able to actively engage students and read situations that were occurring in order to use experience in order to build a positive learning environment, while proactively and unconsciously preventing

misbehavior. In stark contrast, novice teachers had difficulty with off-task behavior and misbehavior disconnecting students from the learning that was occurring. The novice teacher saw his/her role as one that dealt with intervening and dealing with problem situations rather than ensuring lesson engagement. The types of behaviors that novice teachers struggle with were reported by Smart and Igo (2010) who interviewed 19 first-year teachers. These teachers described that they deal mostly with mild behaviors (i.e., breaking pre-established rules, attention-getting behavior, off-task behavior), rather than severe behaviors (i.e., aggression, defiance, deviant behavior).

Instruction. Bransford, Brown, and Cocking (2000) stressed that there is not one universal best instructional approach for learning. Rather, they compared instructional strategy to the work of a carpenter stating the types of tools one uses depends on the task that needs to be accomplished and the materials with which to work. "Effective instruction is seen as the teacher's ability to use various ways of teaching according to a variety of learning goals and students' learning styles" (Glickman, Gordon, & Ross-Gordon, 2014, p. 81). In other words, the teacher has a cacophony of different instructional strategies at his/her disposal. Glickman et al. (2014) listed several qualities that expert teachers possess in order to plan and implement effective instruction. Some of these include having content knowledge, pedagogical knowledge, knowledge of their students, high expectations for learners, and continual student assessment in which students are provided quality feedback.

TEA (2014b) defined the instruction domain on the principal and candidate surveys as the novice teacher's ability to (a) use various approaches that encourage

higher level thinking, (b) be responsive to students' instructional needs, (c) use assessment to guide instruction, (d) be learner centered, (e) integrate appropriate pedagogical skills (e.g., questioning, modeling, self-reflection), (f) align with standards-based content, and (g) provide timely and appropriate feedback to students. The student teaching final evaluation at CSU contains two domains that would be inclusive of what TEA discusses as instruction. The first domain deals with planning for learner-centered instruction and requires student teachers to demonstrate knowledge of content, pedagogy, students, and resources. It also requires the design of coherent instruction. The second domain on the student teaching final evaluation is labeled instruction, and it measures the student teacher's ability to communicate with students, use questioning/discussion techniques, engage students in learning, use assessment for instruction, and demonstrate flexibility and responsiveness. The instruction domain on all three instruments is mirrored in seven InTASC standards. These include (a) learner development, (b) learning environments, (c) content knowledge, (d) application of content, (e) assessment, (f) planning for instruction, and (g) instructional strategies (CCSSO, 2011). All seven of these InTASC standards are specifically referenced as criteria in CAEP's first standard, content and pedagogical knowledge (CAEP, 2015a).

Levine's (2006) study on stakeholder perceptions concerning how well EPPs prepare teachers for the classroom measured five areas in this domain. Table 2.1 provides an overview of how principals and program graduates perceived training from the EPP in each of these areas. The study found that 41% of principals and 60% of program graduates were very well and moderately well prepared to implement

curriculum standards. Fifty-four percent of principals and 74% of program graduates were very well and moderately well prepared to use different pedagogical approaches. In the area of assessment techniques, 42% of principals and 67% of program graduates were very well and moderately well prepared. In understanding subject content, 72% of principals and 73% of program graduates were very well and moderately well prepared. Finally, the study reflected that 54% of principals and 81% of program graduates were very well and moderately well prepared in understanding how students learn.

Table 2.1

Results of EPP Preparedness for Instruction: Percent of Teachers Found to be Very Well and Moderately Well Prepared

Areas Measured	**Principal Perceptions of Preparedness**	**Program Graduate Perceptions of Preparedness**
Implementation of curriculum standards	41%	60%
Use of different pedagogical approaches	54%	74%
Use assessment techniques	42%	67%
Understanding of subject content	72%	73%
Understanding of how students learn	54%	81%

Source. Levine (2006).

Chesley and Jordan (2012) conducted focus groups with 30 first-year teachers to assess teachers' perceptions of how well they felt prepared by their EPP. Eight themes emerged in relation to feeling underprepared by the EPP with four themes directly corresponding to instruction. Teachers reported feeling underprepared to teach content knowledge, especially in the area of reading instruction. They further purported that they were not prepared on addressing a student if he/she did not understand a

concept the first time it was taught. Another area of perceived under-preparedness centered on how to plan for instruction. Teachers shared that the lesson planning required in their EPP was contrived and decontextualized because lessons were not presented to students. In addition, they did not practice long-term planning. Having the tools necessary to engage students in learning was another area that teachers felt unprepared. They commented that they felt they did not have strategies for motivating students to learn, especially reluctant students. They also wished they were better prepared to apply differentiated instructional practices including constructivist and cooperative grouping activities. Finally, teachers felt underprepared in analyzing, interpreting, and using formative and summative student assessments. Freiberg (2002) validated these new teachers' perceptions when he noted that new teachers often need professional development centered on organizational strategies (e.g., lesson planning, time on task, classroom management), instructional strategies (e.g., questioning, learner-centered, guided practice, grouping), and assessment strategies.

Students with disabilities. In our current educational practice, many students with special needs are placed in regular classrooms rather than being segregated and separated from typically developing peers (Polat, 2010). DeMatthews and Mawhinney (2013) wrote "for almost forty years, federal special education policy mandates have directed U.S. school districts to create policies and structures that increase access to the general education classroom for students with disabilities" (p. 2). The National Center for Education Statistics (U.S. Dept. of Ed., 2015b) reported that in the 2011-2012 school year, 12.9% of students in the United States were identified as students with

disabilities, with 61% of those students receiving services in the regular education classroom for at least 80% of the day (U.S. Dept. of Ed., 2015c). In the 2016-2017 academic year for the state of Texas, 8.9% of students were identified as being within the special education population (TEA, 2017). Students with disabilities are served in the regular classroom receiving instruction by both general education and special education teachers. These teachers share joint responsibilities in regard to students with disabilities. These include but are not limited to providing instruction based on students' individual educational plan (IEP), documenting progress for IEP goals, participating in special education meetings, and working with other professionals who interact with students (Kauffman, Hirsch, Bader, Wiley, & Barber, 2014).

TEA (2014b) described that on the principal and candidate surveys, the students with disabilities domain was the novice teacher's ability to differentiate academic instruction to meet the needs of students with academic and behavioral disabilities, understand and follow all laws, be able to make appropriate decisions concerning modifications and accommodations needed by the student as outlined on the student's IEP, and collaborate with others who work with students with disabilities (e.g., therapists, para-professionals). While the majority of InTASC standards contain criteria that are measured in this domain, the second standard titled learning differences best complements the students with disabilities domain. This InTASC standard is specifically referenced as criteria in CAEP's first standard, content and pedagogical knowledge (CAEP, 2015a). It is noted that the student teaching final evaluation at CSU does not measure knowledge in this domain.

The literature reflects that working with students with special needs is a specific area that teachers feel underprepared. Hettiarachchi and Das (2014) surveyed and interviewed 75 in-service teachers finding that teachers reported that they did not have the adequate preparation in methodologies to work with special education students within the realm of the regular education classroom. This is further substantiated by Gable, Tonelson, Sheth, Wilson, and Park (2012), who surveyed 1,588 teachers from five university settings to find that teachers felt insufficiently readied to work with students with disabilities, especially those students who exhibited difficulty with social and behavioral difficulties. In addition, Levine's (2006) study assessed principal and others' perceptions of how well the EPP prepared teachers to address the needs of students with disabilities. Results revealed that 30% of principals and 60% of program graduates believed novice teachers were very well and moderately well prepared by the EPP to address the needs of students with disabilities.

Chesley and Jordan (2012) conducted focus groups with 30 first-year teachers to assess teachers' perceptions of how well they felt prepared by their EPP. A significant amount of teachers reported that they only received one class centered on working with students with disabilities with very little methodology on how to modify instruction and differentiate instruction for this student population. They also had never participated in a special education meeting or had never seen special education paperwork. Focus group participants were not sure of what was expected of them in regard to these situations. Lombardi and Hunka (2001) captured these novice teachers' perceptions of under-preparedness writing "many teachers in both general and special

education have been ill-prepared to meet the needs of students with disabilities in the mainstream [inclusion] classroom settings" (pp. 183-184).

English language learners. The National Center for Education Statistics (U.S. Dept. of Ed., 2015a) reported that in 2011-2012 school year, 4,389,325 students in the United States participated in a program for English language learners (ELLs). For the 2016-2017 academic year, 2,016,512 or 37.7% of students in Texas were labeled as either ESL or ELL (TEA, 2017). The high number of ELLs and ESL students in the public schools demonstrates a need for pre-service teachers to be prepared in addressing this population in the classroom. Koelsch, Chu, and Bañuelos (2014) stated that underperformance of ELLs in schools highlights a need for change in their education. They emphasized that students be provided the language for learning core concepts and the language to interact with those concepts instead of learning English in isolation without a connection to meaningful learning opportunities.

It is noted that the student teacher final evaluation at CSU does not measure knowledge in this domain; however, TEA (2014b) outlined in the principal and candidate surveys the ELL domain as the novice teacher's ability to provide appropriate instruction and assessment that allows students to show knowledge of state curriculum, adhere to laws concerning ESL students, and model and teach academic English in core content areas. While the majority of InTASC standards contain criteria that are measured in this domain, the second standard, titled learning differences, best complements the English language domain. However, this standard encompasses elements not found in the Texas ELL domain.

The ELL domain as measured in Texas does not address the concept of culturally responsive teaching; whereas, the InTASC standard discusses the teacher's ability to be culturally responsive. Nieto and Irizarry (2012) defined cultural responsiveness as "effective instructional implementation of multicultural education, building on students' cultures to promote their academic achievement" (p. 19). In this way, national standards are more inclusive of representing ELL students' cultural identities and backgrounds in pedagogical approaches than what is measured by Texas. Delpit (2006) described that culturally diverse students from low socio-economic status need to be taught the academic knowledge and skills that are essential in American society, but teachers need to be culturally responsive in teaching this body of knowledge by "using familiar metaphors, analogies, and experiences from the children's world to connect to what children already know to school knowledge" (p. 226). Levine's (2006) national study measured how well an EPP prepared teachers to address the needs of students from diverse backgrounds. Results revealed that 28% of principals and 52% of program graduates felt very well and moderately well prepared by the EPP to address students from diverse backgrounds. Again, this concept measure is absent from the Texas principal survey. The research has noted that there is a disparity in how well pre-service and in-service teachers are prepared to instruct this culturally diverse students (Cox, Bledsoe, & Bowens, 2017; Doran, 2014; Durgunoğlu & Hughes, 2010; Rizzuto, 2017).

Levine's (2006) study evaluated principal and others' perceptions of how well the EPP prepared teachers to address the needs of students with limited English

proficiency. Findings showed that 16% of principals and 27% of program graduates felt very well and moderately well prepared by the EPP to address the needs of students with limited English proficiency. It is noted that this survey item had the lowest scores by both principals and program graduates showing that this as an area of need in the preparation of teachers in the United States. Faez and Valeo (2012) surveyed 115 novice teachers and interviewed 66 novice teachers concerning their perceptions of preparedness for teaching ELLs. The top three areas that teachers felt the most underprepared for included teaching ESL literacy, teaching academic English, and teaching English in a foreign language context. In a survey of 171 teachers, Polat (2010) also found that teachers felt unprepared and ineffective in addressing the language and academic needs of ELL students in the classroom. She wrote that pre-service and in-service teachers "are in grave need of theoretical and practical education to support language and academic needs of diverse learners" (p. 238). Baecher (2012) reported that novice teachers of limited English proficient students felt the most underprepared by their teacher preparation programs in how to implement effective literacy instruction and in meeting the state and federal mandates concerning the compliance of an ESL program. However, novice teachers are not the only teachers who perceived not being equipped to work with students whose first language was not English. Franco-Fuenmayor, Pardrón, and Waxman (2015) discussed that in-service ESL and bilingual teachers reported being in need of professional development that centered on second language acquisition, vocabulary and language development, literacy instruction, and strategies for differentiating instruction.

Technology integration. Bransford et al. (2000) noted several ways that technology can enhance student learning. These include using technology to bring real world problems into the classroom for students to solve, using technology tools (e.g., spreadsheets, e-books, graphing programs), and using technology to scaffold learning (e.g., visual representation of abstract concepts, software that works and expands a student's zone of proximal development). The integration of technology is vital because it provides students with the technological skills needed to successfully navigate the 21st century (Luther, 2015).

TEA (2014b) specified on the principal and candidate surveys the technology integration domain as the novice teacher's ability to use available technology to integrate state curriculum, provide online or real-time technology-based learning opportunities, engage students learning in an active way, and teach students technology skills that are developmentally appropriate. Five InTASC standards contain technology criteria that are measured in this domain. These standards include (a) learning environments, (b) content knowledge, (c) application of content, (d) planning for instruction, and (e) instructional strategies (CCSSO, 2011). All five of these InTASC standards are specifically referenced in two sub-criteria in CAEP's first standard, content and pedagogical knowledge (CAEP, 2015a). In addition, the International Society for Technology in Education (2008) addressed five technology standards that the organization believes effective teachers implement. Criteria from two of the standards are represented in this domain. These include (a) design and develop digital age learning experiences and assessments and (b) model digital age work and learning.

It is noted that the student teaching final evaluation at CSU does not measure knowledge in this domain.

Levine's (2006) study asked for principal and others' perceptions of how well the EPP prepared teachers to integrate technology into subjects and/or grade levels taught. Findings revealed that 46% of principals and 41% of program graduates felt very well and well prepared by the EPP to integrate technology. In a focus group study of 30 first-year teachers, Chelsey and Jordan (2012) found teachers felt underprepared by their EPP in how to integrate technology into the classroom. Teachers reported that they had received limited training on technology integration, especially in the area of lesson planning. Gao, Wong, Chu, and Wu (2011) noted that research reflects that new teachers possess personal technology skills and positive attitudes; however, they have a difficult time integrating these into the classroom to promote student learning.

Use of technology data. Technology has become a tool that allows teachers to support their teaching in a variety of ways including record keeping, planning lessons, and communicating with others (Russell, Bebell, O'Dwyer, & O'Connor, 2003). The use of technology for student assessment is another tool for teachers. Glatthorn et al. (2012) stated "managing assessment through technology has helped overcome one of the greatest hurdles to improving classroom instruction—that is, the collection, management, and analysis of data" (p. 443).

TEA (2014b) specified on the principal and candidate surveys the use of technology data domain as the novice teacher's ability to use available software to collect, manage, and analyze student data, interpret data from multiple sources,

document student learning to determine if intervention is necessary, and use, collect, and manage assessments to collect data to guide instruction. The assessment InTASC standard best captures the required elements of this domain (CCSSO, 2011). This InTASC standard is specifically referenced in criteria in CAEP's first standard, content and pedagogical knowledge (CAEP, 2015a). In addition, the International Society for Technology in Education (2008) addressed some criteria of this domain in the standard titled design and develop digital age learning experiences and assessments. It is noted that the student teaching final evaluation at CSU does not measure knowledge in this domain. Levine's (2006) study did not measure elements listed in the domain of use of technology data, nor did a thorough search of the research yield studies that addressed how well EPPs prepared novice teachers to use technology.

Overall evaluation of the EPP. Teacher preparation and its ability to effectively ready teachers for the classroom has been placed under a microscope (Dillion & Silva, 2011). This examination is propelled by a need to ensure that U.S. P-12 students are thoroughly readied to be successful in the 21st century (CCSSO, 2012; Cochran-Smith et al., 2012). Holding EPPs accountable for the efficacy of their programs has been a pathway for safeguarding effective teacher preparation (Crowe, 2010). Gathering data on how well stakeholders (e.g., principals, program graduates) perceive an EPP prepared teachers for the classroom is one way to evaluate a program's effectiveness in readying a teacher to impact student learning (Feuer et al., 2013).

While the student teacher final evaluation at CSU does not measure this domain, TEA (2014b) described in the principal and candidate surveys that the overall evaluation of the EPP domain as the principal and candidate perception of how well he/she believed the EPP prepared the candidate (i.e., the teacher) for the realities of the classroom. InTASC standards do not address this specific domain (CCSSO, 2011). However, being awarded one of four accreditation levels through CAEP represents the overall effectiveness of the EPP. Accreditation levels include denial of accreditation, probationary accreditation, full accreditation, and exemplary accreditation (CAEP, 2015a).

Levine's (2006) hallmark study was designed to gauge the effectiveness of teacher preparation in the United States by soliciting the perceptions of various stakeholders across 28 higher education institutions on how well stakeholders felt that teachers graduating from the institutions were prepared for the classroom. He wrote findings reflect that EPPs are making a failing grade because stakeholder perceptions concerning the efficacy of preparation was below 70%. For example, only 40% of principals surveyed felt that EPPs very well and well prepared teachers for the classroom. However, individual EPPs who have solicited feedback from principals concerning their preparation program have had more positive results. Darling-Hammond et al. (2010) reported that 97% of principals who hired teachers graduating from STEP believed that the EPP very well prepared teachers for the classroom.

Teacher effectiveness on student achievement. The National Research Council (2010) stated that ideally the value of an EPP would be determined by how

well its program graduates impact student learning. Grounded in NCLB's mandate of students demonstrating adequate yearly progress, student learning is often equated to scores on student achievement. Using student achievement scores as a means to determine EPP effectiveness is a highly contentious measure as numerous factors have been discerned that make this practice unreliable and invalid (Darling-Hammond et al., 2010; Kumashiro, 2015). One argument against this practice is that only certain grade-level students take state mandated achievement tests and only in specific subjects; thus, not all students' achievement in all subjects can be traced back to the EPP that trained their teacher/s (Gansle et al., 2014). Therefore, the multiple measures including perceptions of principals/employers are considered important in gauging teacher effectiveness on student achievement (Darling-Hammond et al., 2010; Feuer et al. 2013; National Research Council, 2010).

Out of the three instruments used for the study, only the principal survey measures this domain. TEA (2014b) denoted the teacher effectiveness on student achievement domain as the novice teacher's ability to influence student achievement based on observation and behavior of the teacher. INTASC's ninth standard, professional learning and ethical practice, addresses this standard in some of its criteria (CCSSO, 2011) by outlining that teachers must be responsible for reflecting on their teaching and student assessments in order to design and participate in professional learning experiences that will improve student learning. In addition, CAEP's fifth standard, provider quality assurance and continuous improvement, requires an EPP to

evidence its role in assuring that it monitors program graduates' impact on student learning once graduates become classroom teachers (CAEP, 2015a).

Levine's (2006) study on how stakeholders perceived an EPP's preparation of a teacher did not examine perceptions of principals and others on program graduate's ability to positively affect student achievement. However, Brown (2015) found that that first-year teachers struggle with impacting student achievement and feel underprepared by the EPP in addressing the demands of instruction needed to ensure students pass the tests (Brown, 2015).

Jacob and Lefgren (2008) found a strong correlation between a principal's perception of teacher influence on student achievement and actual student achievement for math and reading scores. Principals were able to successfully predict which teachers produced the largest gains in student learning and which teachers had the least impact on student learning.

Professional Responsibilities

Darling-Hammond (1990) discussed that a teacher's professionalism revolves around three principles. These include teachers making decisions based on knowledge of students, putting the welfare of students first, and assuming responsibility for following professional standards of practice and ethics. In order to meet these principals, Darling-Hammond (1990) contended that teachers must be socialized in the practice of continual learning and reflection. Glickman et al. (2014) labeled this socialization practice as a collegial culture. "In a collegial culture, teachers take

collective responsibility for helping all of their colleagues to become better teachers and for the growth and development of all students" (p. 35).

While the principal and candidates' surveys developed by TEA do not measure professional responsibility, the student teacher final evaluation at CSU does measure this domain. The instrument defines professional responsibility as the student teacher's ability to reflect on teaching, maintain accurate records, communicate with families, grow and develop professionally, participate a professional community, and show professionalism. InTASC's ninth standard, professional learning and ethical practice, addresses this standard in some of its criteria (CCSSO, 2011) by outlining that teachers continually (a) engage in ongoing learning that promotes student learning, (b) collaborate with colleagues, and (c) reflect on his/her teaching. This InTASC standard is specifically referenced as criteria in CAEP's first standard, content and pedagogical knowledge (CAEP, 2015a).

Chesley and Jordan (2012) conducted focus groups with 30 beginning teachers and found that many felt that their EPP did provide them with experience needed to be a professional. They wrote, "Teachers told us that their college programs placed little emphasis on developing the professional habits of mind essential to building a viable career" (p. 42). Additionally, teachers reported that they were not prepared for the skills needed to work in a collaborative work environment that required active participation and contributions to a professional learning community. Caspersen and Raaen (2014) interviewed 11 novice teachers finding that these beginning teachers had difficulty making the professional transition from a teacher preparation program to the

workplace; the authors stated that this is due to the limited amount of professional training received at the EPP in contrast with the complex demands required in the workplace (i.e., school setting).

Early Childhood-Sixth Grade Generalist/ESL Initial Certification in Texas and at CSU

Hamann and Reeves (2013) described historically there has been a schism between over who should teach ELL students (i.e., ESL/bilingual teachers or regular education teachers), how ELL students should be taught, and what ELL students need to know. They noted that prior to NCLB, many teacher preparation programs did not include coursework on ELLs for regular education teachers. However, there has been evidence that states are now mandating that pre-service teachers be trained to instruct ELL students. In Texas, pre-service teachers seeking certification in elementary education have three initial certification pathways from which to select (TEA, 2007). These include an early childhood through sixth grade generalist certification, an early childhood through sixth grade bilingual generalist certification, and an early childhood through sixth grade generalist/ESL certification (EGE6). Each certification requires exposure to ELL concepts but at differing levels. The most recent certification is the EGE6 that was introduced by the TEA in 2008. An overview of this newest certification program, a comparison of EPPs with this certification program, and a discussion of the program at CSU follow below.

EGE6 Certification Overview in Texas

Prior to 2008, two initial elementary education certifications were offered in Texas. These consisted of an early childhood through sixth grade generalist certification and an early childhood through sixth grade bilingual certification. In 2008, Texas created a new initial certification, EGE6. This certification was created due to the rapidly growing ELL population in Texas (E. Benter, personal communication, June 28, 2015). The U.S. Department of Education (2015a) reported that 445,334 students in Texas participated in ELL programs in the 2007-2008 school year. In the 2012-2013 school year, that number grew to 739,639 students (U.S. Dept. of Ed., 2015a). The EGE6 certification combined pre-existing Texas Teaching Standards from the early childhood-sixth grade generalist program with the ESL Texas Teaching Standards. The generalist certification covers being knowledgeable in the content areas of art, English language arts and reading, health, mathematics, physical education, music, science, and social studies (TEA, 2007). Each of these content areas has its own set of Texas Teaching Standards. TEA (2001) outlined the ESL standards as:

1. Understanding of fundamental language concepts and knowing the structure and conventions of the English language.
2. Being knowledgeable of the foundations of ESL education and factors that contribute to an effective multicultural and multilingual learning environment.
3. Understanding the processes of first- and second-language acquisition and using knowledge to promote students' language development in English.

4. Understanding ESL teaching methods and using knowledge to plan and implement effective, developmentally appropriate ESL instruction.
5. Being knowledgeable of the factors that affect ESL students' learning of academic content, language, and culture.
6. Understanding formal and informal assessment procedures and instruments (language proficiency and academic achievement) used in ESL programs and using assessment results to plan and adapt instruction.
7. Being knowledgeable in serving as an advocate for ESL students and facilitating family and community involvement in their education.

Comparison of EPPs in Texas with an EGE6 Certification Program

Currently, only a small percentage of Texas EPPs offer an EGE6 certification program. TEA (2015c) reported that on the 2011-2012 EGE6 TExES certification exam, 26 out of 150 EPPs had candidates taking this exam. Thus, approximately 17% of Texas EPPs offer this type of certification program. CSU had the greatest number of candidates who took the EGE6 exam, and CSU's candidates represented 42% of the total examinees. There were 402 CSU candidates compared to the second largest EPP, The University Texas at Austin that had 173 candidates. The University of North Texas (2015) had the third largest population of candidates, 147. Table 2.2 provides a comparison of the coursework and field experience of these three largest EGE6 certification programs. It is noted that Texas A&M University at College Station does not offer this initial certification degree.

Table 2.2

Comparison of the Three Largest EGE6 Certification Programs in Texas

EGE6 Program	Number of Candidates Taking TExES 2011-2012 (TEA, 2015c)	Passing Rate on TExES (TEA, 2015c)	Total Number of Coursework Hours	Coursework Hours in ESL Theory and Methodology	Fieldwork with ELL/ESL Students	Infusion of ESL Concepts in non-ESL Coursework
University of Texas at Austin (2014)	173	88.4%	124	6	Yes-Part of the Student Teaching in an ESL classroom	Not discussed in program's website or degree plan
University of North Texas (2015)	147	72.8%	126	12	Not discussed in program's website or degree plan	Not discussed in program's website or degree plan
CSU	402	68.9%	125	6	Yes-An internship in an ELL classroom prior to student teaching	Yes

The EGE6 Certification Program at CSU

With the initiation of the E6EG certification program in Texas in 2008, CSU immediately began to re-organize the elementary certification program from an early childhood through fourth grade generalist program into an EGE6 initial certification degree program (E. Benter, personal communication, June 28, 2015). The dean in the College of Education urged program leadership to make this change because of the growing number of ELLs, especially those learners who were Spanish speaking. In 2008, TEA reported a 41% increase of Hispanic English language learners from the 2000-2001 school year to the 2007-2008 school year. This rate of growth projected a need for more certified ESL teachers. In establishing an EGE6 program, CSU was able to meet the needs of a rapidly growing population in Texas, ELL students. This degree also provides potential pre-service teachers a value-added degree and higher marketability in the Texas public schools.

The EGE6 certification program consists of 125 hours of coursework, three field experiences, and a semester of student teaching. Of the 125 hours, 54 are taken within the department of curriculum and instruction. Two courses and a field experience are specifically dedicated to ESL content and pedagogy; however, all curriculum and instruction coursework and field experiences are infused with designated ESL content and pedagogy standards as specified in the Texas ESL Standards (i.e., ESL standards that must be taught by EPPs and that are tested on the TExES exam).

The EGE6 Pre-service Teacher Demographics at CSU vs. Public School Student Demographics

The EGE6 program enrollment in the Department of Curriculum and Instruction for the 2016-2017 academic year was 1,184 students (Texas State University[TSU], 2017). Table 2.3 depicts the gender and ethnicity demographics for this group of students.

Cox et al. (2017) noted that the student population in the United States is more diverse than the teacher population. This is reflected in the enrollment of pre-service teachers in the EGE6 program. The pre-service teachers' demographics do not mirror the demographics of the student population that they will one day instruct. Table 2.4 reflects a discrepancy in gender and ethnicity between the EGE6 pre-service teacher population (TSU, 2017) and the student population in Texas (TEA, 2017).

Table 2.3

2016-2017 EGE6 Program Enrollment Gender and Ethnicity Demographics

2016-2017 EGE6 Enrollment	**Number**	**Percent**
Students	1,184	--
Male	41	3.00%
Female	1143	97.00%
African American	70	6.00%
Hispanic	356	30.00%
Asian	39	3.00%
White	704	59.00%
Other	15	1.27%

Table 2.4

CSU EGE6 Pre-Service Teacher Demographics vs. Texas Public School Student Demographics

Demographic	**CSU EGE6 Pre-Service Teacher Population Reported in Percent** (TSU, 2017)	**Texas Student Demographics Reported in Percent** (TEA, 2017)
Male	3.00%	51.3%
Female	97.00%	48.7%
African American	6.00%	12.6%
Hispanic	30.00%	52.4%
Asian	3.00%	not reported
White	59.00%	28.1%
Other	1.27%	not reported
Economically Disadvantaged	not reported	59.0%

In looking at Table 2.4, there is a predominance of White female EGE6 pre-service teachers being readied to instruct Texas public school students. The pre-service teachers do not reflect the demographics composition of the students they will one day teach as the majority of students will come from an economically disadvantaged background encompassing a high percent of Hispanic students. The pre-service teacher

demographics at CSU is not unique to the state of teacher demographics in the United States. The U.S. Department of Education (2016b) reported that the elementary teacher workforce is overwhelmingly homogenous consisting of White female teachers compared to the student population. The diversity of the student population in the United States is predicted to continue to grow (U. S. Dept. of Ed., 2016b). Using 2014 census data, Colby and Ortman (2014) estimated that by 2060, 64% of the citizens under the age of 18 will be of racial minority.

Summary

From past to present, educational reform initiatives rooted in teacher preparation are impacted by economic influences (Cochran-Smith & Villegas, 2015). In the early 1900s, these influences required education to be scientific in order to solve the problems of an industrial society (Angus, 2001), while present influences require that education be knowledge-based in order to compete in the global and ever-changing world market (Cochran-Smith & Villegas, 2015). The quality of the teacher has been found to impact student success in school and upon graduation of the P-12 system (Chetty et al., 2014a; Goldhaber, 2016). Economic influences, the need for teachers to utilize knowledge-based learning, and teacher quality all contribute to why there is a call for more rigorous accountability and improvement in teacher preparation.

Accountability measures provide a guidance for "how" EPPs can be held more accountable for the preparation of teachers with the intention of fostering improvement or if needed the dismantlement of programs. Outcome-based accountability measures regulated by external governmental agencies have been a pervasive topic in the

discussion of how to design a more rigorous accountability system to ensure that EPPs are preparing teachers who can meet the needs of learners in this global economic system in a knowledge-based learning approach. Such outcomes as retention in the field, employer feedback, teacher feedback, and linking student achievement data back to EPPs are examples of ways some states, federal grant criteria (e.g., Race to the Top) and/or professional accreditation organizations (e.g., CAEP) are currently measuring an EPP's ability to ready teachers for the classroom. There remains much debate among those in the field as to the sole reliance on outcome-based measures and the efficacy of some of these measures specially linking student achievement data to the EPP.

Educational reform initiatives have sparked many EPPs to turn inward to examine practices in order to more powerfully impact the candidates they prepare for P-12 classrooms. Using a framework of program evaluation that intersects external and internal accountability measures creates a stronger foundation for supporting program improvement with the overall goal of increasing the efficacy of teacher preparation that more powerfully impacts P-12 learning. It also complements the call by outside sources (e.g., policymakers, educational organizations, think-tanks) for more rigorous outcome-based accountability measures, while at the same time providing a richer description of the EPP. This richer description is painted through the involvement of stakeholders that use of a portfolio of studies that align to an EPP's mission, goals, and objectives (Ludlow et al., 2010). Case studies in the literature provide exemplars for other EPPs to use so that they can increase efficacy in programing while responding to external accountability mandates. While empirical program evaluation studies can be found in

the literature, they are limited in number, and there is a need for more studies that describe and illustrate ways that EPPs can evaluate the efficacy of their teacher preparation programs (Darling-Hammond, 2006b; Meadows & Theodore, 2012). Specifically, there are few program evaluations that garner employer (i.e., principal) and teacher (i.e., program graduate) perceptions of an EPP's ability to ready pre-service teachers with the knowledge and skills necessary to effect student learning in the classroom (Baecher, 2012).

CHAPTER III

METHODOLOGY

Methodology

Statement Regarding Human Subjects and the Institutional Review Board

A preliminary review of the methods for collecting information from human subjects determined that the methods used for this study did meet the federal definition of "human subjects research with generalizable results." Please see Appendix A for a copy of the IRB approval letter.

Overview of the Methodology

Fitzpatrick et al. (2011) discussed that program evaluations can be quantitative, qualitative, or a combination of each (i.e., mixed methods). In order to uncover the perceptions of principals, program graduates, and STSs concerning the efficacy of CSU's EGE6 preparation program, a quantitative approach in methodology was taken for this program evaluation to answer the following question:

> In response to the national call for more rigorous accountability that measures the impact of educator preparation programs on readying teachers for the classroom and through the use of program evaluation, what are the perceptions of principals, program graduates, and student teaching supervisors concerning the efficacy of Central State University's early childhood through sixth grade English as a second language/generalist educator preparation certification program in regard to preparing pre-service teachers for the knowledge and skills needed in the classroom?

Fitzpatrick et al. (2011) described a quantitative approach as one that uses numeric data to describe the phenomena under study. A quantitative methodology is rooted in a postpositivism view of knowledge that contends that there is not one

absolute “truth” that can be found in research (Creswell, 2003; Mertens, 2005). Rather, “research seeks to develop relevant true statements, ones that can serve to explain the situation that is of concern or that describes the casual relationships of interests” (Creswell, 2003, p. 8). Explanation of relevant truth statements are based on evidence that is collected as objectively as possible and that is quantifiable in nature (Creswell, 2003). Mertens (2005) stated that a quantitative methodology consists of two types of research: (a) one type that employs descriptive studies in which quantitative data are used to describe the phenomena under study and (b) the second type that is aimed at discovering the correlation relationships among the phenomena under study.

This study employed a descriptive framework in order to better understand the efficacy of the CSU EPP’s EGE6 certification program. Principals’, program graduates’, and STS’ perceptions provided the data needed to describe the phenomena. This knowledge was grounded in the idea that information gathered concerning the perceptions of the participants would be as true a representation as possible on how effective the early childhood through sixth grade English as a second language/ generalist (EGE6) certification program is in preparing pre-service teachers with the knowledge and skills necessary for the classroom. This representation was shaped by the use of numeric data that described the phenomena (i.e., perceptions of participants) under study.

Participants

Three groups of participants were used in the study design: (a) principals, (b) EGE6 program graduates of the CSU EPP, and (c) EGE6 student teacher supervisors in the CSU EPP.

Principals

There were 165 principal surveys completed. Principals completing these surveys employed first-year CSU EGE6 program graduates in the 2013-2014 academic year. The TEA survey given to Texas principals determined the principal participant criteria. The survey included only P-6 public school principals and excluded principals who employed program graduates in the private school sector or outside of the state. It is noted that that the demographic information (e.g., socio-economic status, ethnicity) concerning the schools where both principals and program graduates were employed was not contained within the pre-existing data set. The TEA principal survey data were accessed through a secured electronic TEA database in which CSU EPP leadership personnel were granted access.

Program Graduates

Seven hundred and eighty-eight (788) CSU EGE6 certification program graduates in their first, second, or third year of teaching and who were employed in a Texas public school during the 2013-2015 academic years, were invited to participate. The Public Education Information Management System (PEIMS) database was used to access participants. PEIMS is a state database that is maintained by TEA (2015f). The

PIEMS database was accessed through a secured electronic TEA database in which CSU EPP leadership personnel were granted access.

Out of the 788 program graduates who were invited to participate, 23 participants partook in the study via an electronic survey. While the return rate was small, non-bias response was offset because responses were similar across all three participant groups on all three data instruments, and program graduate data were aligned to more accurate instruments that captured the perceptions of an entire population that were found to be valid and reliable (Groves, 2006). See Chapter V's discussion on Limitations of the Study for Further Discussion.

Demographic information on the 23 program graduate participants revealed that 78% taught in a Title I school. Title I schools are schools with a high percentage of students who are classified as low socio-economic status. Thirty-five percent of participants taught in schools where at least half of the student population was ESL. The following information was obtained concerning the setting of the school where program graduates taught: 13% urban, 57% suburban, 22% rural, and 8% other.

Student Teaching Supervisors

CSU STSs who completed the Student Teacher Final Evaluation during the 2013-2014 and 2014-2015 academic years were participants. There were 570 Student Teacher Final Evaluations completed by STSs. This instrument was a pre-existing data set and was accessed through the Office of Educator Preparation at CSU. It was used to secure STS perceptions. It is noted that that the demographic information of STS (e.g., socio-economic status, ethnicity) was not contained within this pre-existing data set.

Setting

CSU began as a state normal school in 1903 (Vogel, 1951). Angus (2001) described state normal schools as upper level high school teacher preparation institutions formed due to an increased need for public school teachers. As CSU's role in the community and state grew, so did its recognition as an institute of higher education. Today CSU is the fifth largest public university in Texas and the 33rd largest in the nation serving 35,600 students and offering 96 bachelor's degrees, 87 master's degrees, and 12 doctoral degree programs (Korcheck, 2014b).

The College of Education at CSU houses the Department of Curriculum and Instruction and is responsible for the largest university-based EPP in Texas and the second largest in the nation graduating approximately 900 new teachers a year (Korcheck, 2014a). The EPP is comprised of eight initial teacher certifications programs. The EGE6 certification program is the largest of the certification programs. Within this program are three subprograms: (a) the undergraduate EGE6 program, (b) a graduate EGE6 program, and (c) an alternative certification program. It is noted that approximately 17% Texas EPPs offer an EGE6 certification program with CSU preparing the largest numbers of pre-service teachers for this initial certification (TEA, 2015c). The EGE6 undergraduate program graduates approximately 400 to 500 pre-service teachers per year.

As discussed in Chapter I under the Statement of the Problem, several indicators have led to the rationale that a program evaluation measuring the efficacy of the CSU's EGE6 certification program was needed. Evaluation parameters focused on the perceptions of program graduate's preparedness for the classroom once they began teaching in the public school. This was necessary for helping program faculty examine areas of strength and need in order to inform decisions and policies. In a recap, these indicators included the low performance rates on the TExES examinations, low teacher retention rates, and faculty stakeholders' beliefs that the EGE6 program is in need of more information concerning how well program graduates are prepared for the classroom. The need for a program evaluation was also supported by the national call for EPPs to be held accountable for the efficacy of their preparation through the collection of data that specifically measures the EPP's impact once pre-service teachers begin instruction in P-12 classrooms. In this way, EPP improvement can strengthen its preparation of pre-service teachers so they are thoroughly readied to powerfully impact P-12 learning of the students they will teach.

Methods

Framed in quantitative methodology, this study employed a non-experimental method design. McMillian and Wergin (2010) discussed that non-experimental designs are ones in which the researcher does not have any control or influence over the participants' responses. The purpose of this type of method is to describe the phenomena under study and/or undercover relationships. Likert-type scale surveys and a rating instrument were utilized in order to describe and reveal the relationships

concerning principal, program graduate, and STS perceptions of the efficacy of the CSU EGE6 certification program in readying pre-service teachers for the classroom. Huck (2008) described that a Likert-type scale instrument requires the participant to indicate the level of agreement or disagreement they have with a provided prompt by selecting one of four to five options that are typically arranged on the instrument from strongly agree to strongly disagree. Three Likert-type scale instruments were applied in order to gather data. One instrument was secured to measure principal perceptions (i.e., The Principal Survey: Teacher Preparation and Effectiveness Survey for First-Year Teachers). The second was designed to secure program graduate perceptions (i.e., Educator Preparation Program Candidate Exit Survey-Adapted), and the third instrument was utilized to secure STS perceptions of a student teacher's ability in a P-6 classroom (i.e., Student Teacher Final Evaluation). The principal survey and student teacher final evaluation were sources of pre-existing data collected from secondary sources. The program graduate survey yielded a primary source of data and was collected by the researcher. A rationale for each instrument's selection, an overview of each, a description of the type of data yielded by each, and an explanation each instrument's reliability and validity are presented. In addition, the timetable for the years of data collected from each instrument are discussed. See Figure 3.1 for an overview of methodology, data collection instruments, and data analysis.

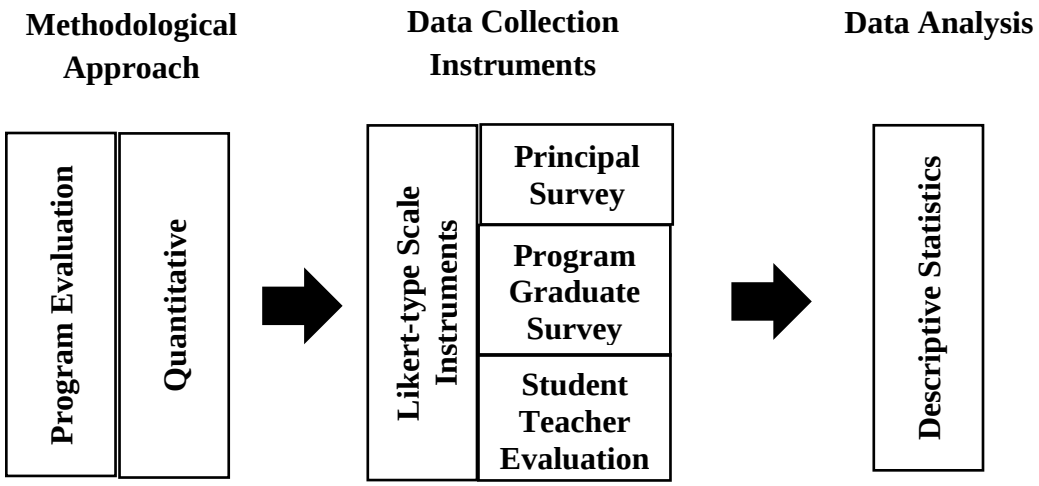

Figure 3.1. Overview of Methodology, Data Collection Instruments, and Data Analysis.

The Principal Survey: Teacher Preparation Effectiveness Survey for First-Year Teachers

Rationale for instrument selection. Information from the principal survey administered to Texas public school principals in May of 2014 allowed conclusions to be drawn concerning principal perceptions of how well the CSU EGE6 certification program prepared program graduates with the knowledge and skills necessary for the classroom. Data from this instrument was pre-existing and collected from a secondary source, TEA. Data from this instrument were used to facilitate answering the following guiding research questions in reference to principal perceptions:

1. What teacher performance indicators do principals, program graduates, and student teacher supervisors (STSs) perceive as being met in the preparation of preservice teachers? Which indicators were perceived as not met?

2. What teacher performance indicator items on the principal survey, program graduate survey, and student teacher final evaluation exhibited the highest frequency of response rates for the well prepared/advanced? What performance indicator items exhibited the highest frequency of response rates for the not sufficiently prepared/emerging?
3. How do principals, program graduates, and STSs perceive CSU's overall effectiveness in the preparation of pre-service teachers? In what ways are the perceptions from all three stakeholders similar? Dissimilar?

Overview of the instrument. The May 2014 principal survey was developed by TEA, and it is a Likert-type scale instrument. TEA annually tracks graduates entering the public-school system in Texas for their first three years of classroom experience. In May of each year, principals receive notifications from TEA asking them to complete an online survey that targets the perceptions of how well they perceived that a teacher employed within their school was prepared by his or her EPP for the classroom.

The survey was comprised of 35 items spread across eight domains. Domains include *classroom environment*, *instruction*, *students with disabilities*, *English language learners*, *technology integration*, *use of technology data*, *overall evaluation of the EPP*, and *teacher effectiveness on student achievement*. The intent of the instrument was to solicit principals' perceptions of how well an EPP prepared novice teachers (i.e., teachers with three years of experience or less) in each of the eight domains. Principals were asked to rate their perceptions as either well prepared,

sufficiently prepared, not sufficiently prepared, and not prepared at all. Table 3.1 illustrates questions and response rating options from the classroom environment domain, and a complete copy of the instrument is found in Appendix B.

Table 3.1

Principal Survey Questions from the Classroom Environment Domain (Adapted from TEA, 2014b)

To what extent did the educator preparation program prepare this beginning teacher to:	**Well prepared**	**Sufficiently prepared**	**Not sufficiently prepared**	**Not at all prepared**
effectively implement discipline management procedures?	◯	◯	◯	◯
communicate clear expectations for achievement and behavior that promote and encourage self-discipline and self-directed learning?	◯	◯	◯	◯
provide support to achieve a positive, equitable, and engaging learning environment?	◯	◯	◯	◯
build and maintain positive rapport with students?	◯	◯	◯	◯
build and maintain positive rapport and two-way communication with students' families?	◯	◯	◯	◯

It is further noted the researcher further aggregated the eight domains into two sets of indicators to allow for a cohesive discussion of findings across instruments. One set of indicators grouped six of the eight domains to create teacher performance indicators (TPIs). TPIs contain the domains on the principal survey that measured the knowledge and skills teachers are accountable for implementing on a daily basis. The domains subsumed under the label of TPI included *classroom environment, instruction*, *students with disabilities*, *English language learners, technology integration*, and *use of technology data*. The second set of indicators clustered the remaining two domains,

overall evaluation of the EPP, and *teacher effectiveness on student achievement* and are denoted as overall effectiveness indicators (OEIs). OEIs summarize principals' global perceptions of the CSU EGE6 EPP's efficacy in preparing pre-service teachers for the classroom.

Type of data yielded. Descriptive and comparative data were secured through this survey.

Descriptive data. Descriptive data (i.e., mean scores, frequency counts) were procured through the principal survey. The data yielded specifically provided the following:

1. The TPIs (e.g., instruction, classroom environment) that principals perceived as teachers being well prepared by the program and not prepared at all by the program.
2. The five highest survey items that principals perceived teachers as being well prepared for by the program and not prepared at all by the program.
3. Overall information concerning how well the EGE6 certification program prepared teachers for the classroom.

Comparative data. Mean scores on domains and frequency counts on item responses provided data for comparing the similar and dissimilar perceptions that can be observed through the principal survey, the Educator Preparation Program Candidate Exit Survey-Adapted (program graduate survey), and the Student Teacher Final Evaluation (student teaching evaluation).

Validity and reliability. In the construction of the principal survey, content validity was established on two different occasions. Content validity refers to how well an instrument measures what it was designed to evaluate (Huck, 2008). This type of validity is not determined by a statistical test but by a consensus of a group of experts who provide judgement (Huck, 2008). Content validity was first established in the development of the instrument that was piloted in May 201l. A group of knowledgeable persons employed by TEA generated and reached consensus on the domains and item responses (J. Warren, personal communication, June 26, 2015). In December of 2011, TEA partnered with the Texas Comprehensive Center at the Southwest Educational Development Laboratory (SEDL) and WestED in the revision of the survey (TEA, 2015e). SEDL (2011) reported that TEA held a two-day workshop with a group of stakeholders (e.g., school district representatives, education association representatives, EPP representatives) to review and revise the principal survey. TEA (2015e) stated that meetings with stakeholders were held to safeguard the survey's validity. While TEA did not conduct reliability tests on the principal survey (J. Warren, personal communication, June 26, 2015), Huck (2008) stated that if an instrument is found to have validity, then it is also reliable. Additionally, the principal survey had been administered three years prior to the 2014 survey. In 2011, the survey was completed on 11,750 beginning teachers (SEDL, 2012). The number of surveys completed on beginning teachers for 2012 and 2013 was not available through TEA's website. However, the large number of surveys completed in 2011 provides a baseline that this instrument has been administered approximately 35,250 times. The evidence

of instrument review, the number of years the instrument has been given, and the number of surveys completed contributed to the instrument's accuracy (i.e., validity) and consistency (i.e., reliability).

Educator Preparation Program Candidate Exit Survey

Rationale for instrument selection. Information from the Educator Preparation Candidate Exit Survey (program graduate survey) allowed conclusions to be generated concerning program graduates' perceptions of how well the CSU EGE6 certification program prepared them with the knowledge and skills necessary for the classroom. It is noted that data using this are not pre-existing. Rather the instrument developed by TEA was administered by the researcher to CSU program graduates who had completed their first, second, or third years of teaching. Data from this instrument were used to facilitate answering the following guiding research questions in reference to program graduates' perceptions:

1. What teacher performance indicators do principals, program graduates, and student teacher supervisors (STSs) perceive as being met in the preparation of preservice teachers? Which indicators were perceived as not met?
2. What teacher performance indicator items on the principal survey, program graduate survey, and student teacher final evaluation exhibited the highest frequency of response rates for the well prepared/advanced? What performance indicator items exhibited the highest frequency of response rates for the not sufficiently prepared/emerging?

3. How do principals, program graduates, and STSs perceive CSU's overall effectiveness in the preparation of pre-service teachers? In what ways are the perceptions from all three stakeholders similar? Dissimilar?

Overview of the instrument. The Educator Preparation Program Candidate Exit Survey was developed by TEA (2012). It is administered to EPP candidates at the end of taking one of the TExES exams and prior to being contracted to teach in a school. However, for the purpose of this study, the researcher used the instrument to collect primary data from recent program graduates (i.e., those who have taught three full years or less) rather than pulling TEA data from this instrument. Since this study examined the perceptions of how well the EPP prepared teachers for the classroom, program graduates with classroom experience were targeted rather than EPP candidates who have taken the TExES and have not begun their teaching career. This survey consisted of 42 questions spread across eight domains. Domains include *classroom environment, instruction, students with disabilities, English language learners, technology integration, use of technology data, efficacy of field supervisor during the clinical experience,* and *overall evaluation of the EPP*.

For the purpose of the study, the survey was adapted so that it mirrored the principal survey. The adapted version intentionally omitted all question items under the efficacy of field supervisor during the clinical experience domain as this domain does not measure the perceptions of how well the EPP prepared the program graduated for classroom. Rather the questions in this domain are used by TEA to monitor the state accountability measure that deals with the quality of supervision the pre-service teacher

received. The Educator Preparation Program Candidate Exit Survey-Adapted included non-identifying demographic information (e.g., years of experience, gender), as well as seven of the original survey domains spread across 34 questions. Table 3.2 compares the adapted program graduate survey domains to the principal survey domains.

Table 3.2

Comparison of Principal Survey and Educator Preparation Program Candidate Exit Survey

Domain	Principal Survey: Teacher Preparation and Effectiveness Survey for First-Year Teachers	Educator Preparation Program Candidate Exit Survey
Classroom Environment	✓	✓
Instruction	✓	✓
Students with Disabilities	✓	✓
English Language Learners	✓	✓
Technology Integration	✓	✓
Use of Technology	✓	✓
Data		
Field Supervision		✓
Efficacy		This domain was not included in the adapted version for program graduates.
Overall Evaluation of EPP	✓	✓
Teacher Effectiveness and Student Achievement	✓	

Table 3.3 illustrates questions and response rating options from the classroom environment domain and a copy of the Educator Preparation Program Candidate Exit Survey in its original format is found in Appendix C. Note the number of questions, wording of questions, and choice responses mirror the classroom environment domain

from the principal survey found in Table 3.1. The only discernible difference is found in the response stem in the upper left box of the table. The difference is to whom the questions are directed. In the principal survey, principals are asked for their perceptions of the beginning teacher's preparation, and in the program graduate survey, it asks program graduates their perceptions of how they viewed their EPP preparation.

Table 3.3

Program Graduate Survey Questions from the Classroom Environment Domain (Adapted from TEA, 2012)

Think about the preparation you received from your educator preparation program when answering the following questions. To what extent were you prepared to:	**Well prepared**	**Sufficiently prepared**	**Not sufficiently prepared**	**Not at all prepared**
effectively implement discipline management procedures?	◯	◯	◯	◯
communicate clear expectations for achievement and behavior that promote and encourage self-discipline and self-directed learning?	◯	◯	◯	◯
provide support to achieve a positive, equitable, and engaging learning environment?	◯	◯	◯	◯
build and maintain positive rapport with students?	◯	◯	◯	◯
build and maintain positive rapport and two-way communication with students' families?	◯	◯	◯	◯

The program graduate survey was administered to graduates who began teaching in the public schools at the start of the 2012, 2013, and 2014 academic years. Three school years were targeted in order to allow for a response rate that would be comparable to the principal survey. It is noted that the principal and graduate surveys

are not matched in years of data collection because the most recent principal survey data available without cost is from the 2011-2012 academic year.

Additionally, the researcher further aggregated the eight domains into two sets of indicators to allow for a cohesive discussion of findings across instruments. One set of indicators grouped six of the seven domains to create teacher performance indicators (TPIs). TPIs contain the domains on the program graduate survey that measured the knowledge and skills teachers are accountable for implementing on a daily basis. The domains subsumed under the label of TPI included *classroom environment, instruction, students with disabilities, English language learners, technology integration,* and *use of technology data*. The second set of indicators examined the domain of overall *evaluation of the EPP* and was labeled as an overall effectiveness indicator (OEI). The OEI summarizes program graduates' holistic perceptions of the CSU EGE6 EPPs efficacy in preparing pre-service teachers for the classroom.

Type of data yielded. Descriptive and comparative data were secured through this survey.

Descriptive data. Descriptive data (i.e., mean scores, frequency counts) were procured through this instrument. The data yielded specifically provided the following:

1. The TPIs (e.g., instruction, classroom environment) that program graduates perceived as being well prepared by the program and not prepared at all by the program.
2. The five highest survey items that program graduates perceived being well prepared for by the program and not prepared at all by the program.

3. Overall information concerning how well the EGE6 certification program prepared program graduates for the classroom.

Comparative data. Mean scores on domains and frequency counts on item responses provided data for comparing the similar and dissimilar perceptions that were observed through the principal survey, the program graduate survey, and the student teacher evaluation.

Validity and reliability. In the construction of the Educator Preparation Program Candidate Exit Survey, knowledgeable persons employed by TEA generated and reached consensus on the domains and item responses (J. Warren, personal communication, June 26, 2015). The survey domains and items were purposely aligned to the principal survey (J. Warren, personal communication, June 26, 2015). In this construction, content validity is demonstrated. While, TEA did not conduct reliability tests on the Educator Preparation Program Candidate Exit Survey (J. Warren, personal communication, June 26, 2015), Huck (2008) stated that if an instrument is found to have validity, then it is also reliable. Additionally, the Educator Preparation Program Candidate Exit Survey has been administered for five years. In the 2010-2011, surveys were given to 5,750 program candidates (SEDL, 2011; TEA, 2011). The number of surveys completed on the four years was not available through TEA's website. However, the large number of surveys completed in the 2010-2011 school provides a baseline that this instrument has been administered approximately 28,750 times. The evidence of the number of years the instrument has been given, and the number of

surveys completed contribute to the instrument's accuracy (i.e., validity) and consistency (i.e., reliability).

Student Teacher Final Evaluation

Rationale for instrument selection. The Student Teacher Final Evaluation facilitated conclusions to be drawn concerning student teachers' levels of knowledge and skills necessary for the classroom. This instrument was reflective of the teacher preparation completed prior to student teaching. Data from this instrument were pre-existing and collected from a secondary source, the Office of Educator Preparation at CSU. Data from this instrument were used to facilitate answering the following guiding research questions in reference to STSs' perceptions:

1. What teacher performance indicators do principals, program graduates, and student teacher supervisors (STSs) perceive as being met in the preparation of preservice teachers? Which indicators were perceived as not met?
2. What teacher performance indicator items on the principal survey, program graduate survey, and student teacher final evaluation exhibited the highest frequency of response rates for the well prepared/advanced? What performance indicator items exhibited the highest frequency of response rates for the not sufficiently prepared/emerging?
3. How do principals, program graduates, and STSs perceive CSU's overall effectiveness in the preparation of pre-service teachers? In what ways are the perceptions from all three stakeholders similar? Dissimilar?

Additionally, the student teacher evaluation provided a third measure allowing for a convergence of evidence concerning the efficacy of the CSU EGE6 EPP. See Table 3.4 for a comparison of all instrument domains. This instrument provided data on domains and response items not found on the principal or program graduate surveys; thus, it offered further insight into the efficacy of the certification program that the other two instruments did not.

Table 3.4

Comparison of Principal Survey, Program Graduate Survey, and Student Teacher Final Evaluation Domains

Domain	Principal Survey	Program Graduate Survey	Student Teaching Evaluation
Classroom Environment	✓	✓	✓
Instruction	✓	✓	✓
Students with Disabilities	✓	✓	
English Language Learners	✓	✓	
Technology Integration	✓	✓	
Use of Technology Data	✓	✓	
Field Supervision Efficacy		✓	
		This domain was not included in the adapted version.	
Overall Evaluation of EPP	✓	✓	
Teacher Effectiveness and Student Achievement	✓		
Planning and Preparation			✓
Professional Responsibilities			✓

Overview of the instrument. This instrument is based on The Framework for Teaching developed by Danielson (Danielson Group, 2013). It was altered to fit the pre-service teacher population. This evaluation was created by faculty along with input from Danielson.

This framework was designed as a 20-response item Likert-type scale instrument divided into four domains: (a) planning and preparation, (b) classroom

environment, (c) instruction, and (d) professional responsibilities. For the purpose of this study, the four domains on the test were labeled as TPIs because each measured the knowledge and skills teachers are accountable for implementing on a daily basis. The STS used the instrument and rated the student teacher's performance on the sub-criteria listed under each domain as advanced, competent, emerging, or needs significant improvement. Table 3.5 contains the sub-criteria listed under the domain of classroom environment, as well as the observer's rating choices. A copy of the instrument is found in Appendix D.

Table 3.5

Student Teacher Final Evaluation Sub-Criteria from the Classroom Environment Domain (Adapted from Texas State University, 2015)

Component and Elements	**A (4)**	**C (3)**	**E (2)**	**NSI (1)**	**N/A**	**Score**
Creates an environment of respect and rapport.						
-Teacher interactions with students						
-Student interactions with other students						
Establishes a culture for learning.						
-Importance of the content and of learning						
-Expectations for learning and achievement						
-Student pride in work						
Manages classroom procedures.						
-Management of instructional groups						
-Management of transitions						
-Management of materials and supplies						
-Performance of non-instructional duties						
Manages student behavior.						
-Expectations						
-Monitoring of student behavior						
-Response to student misbehavior						

A=advanced C= competent E= emerging NIS= needs significant improvement N/A not applicable.

Tables 3.6 and 3.7 illustrate the like item responses across all three instruments on the classroom environment and instruction domains.

Table 3.6

Comparison of Principal Survey, Program Graduate Survey, and Student Teaching Evaluation in the Classroom Environment Domain

Principal Survey and Program Graduate Survey	**Student Teacher Final Evaluation**
Effectively implement discipline management procedures	Manages student behavior. -Expectations -Monitoring of student behavior -Response to student misbehavior
Communicate clear expectations for achievement and behavior that promote and encourage self-discipline and self-directed learning	No similar comparison
Provide support to achieve a positive, equitable, and engaging learning environment	Establishes a culture for learning. -Importance of the content and of learning -Expectations for learning and achievement -Student pride in work
Build and maintain positive rapport with students	Creates an environment of respect and rapport. -Teacher interactions with students -Student interactions with other students
Build and maintain positive rapport and two-way communication with students' families	No similar comparison
No similar comparison	Manages classroom procedures. -Management of instructional groups -Management of transitions -Management of materials and supplies -Performance of non-instructional duties

Table 3.7

Comparison of Principal Survey, Program Graduate Survey, and Student Teacher Evaluation in the Instruction Domain

Principal Survey and Program Graduate Survey	**Student Teacher Final Evaluation**
Implement varied instruction that integrates critical thinking, inquiry, and problem solving	No similar comparison
Respond to the needs of students by being flexible and instructional approach and differentiating instruction	No similar comparison
Use the results of formative assessment data to guide instruction	Uses assessment in instruction. - Assessment criteria - Monitoring of student learning - Feedback to students - Student self-assessment and monitoring of progress -Lesson adjustment
Engage and motivate students through learner-centered instruction	Engages students in learning. -Activities and assignments -Grouping of students -Instructional materials and resources -Structure and pacing
Integrate effective modeling questioning, and self-reflection(self-assessment) strategies into instruction	Uses appropriate questioning and discussion techniques. -Quality of questions/prompts -Discussion techniques -Student participation
Assume various roles in the instructional process (e.g., instructor, facilitator, audience)	No similar comparison
Set clear learning goals and align instruction with standard-based content	No similar comparison
Provide quality and timely feedback to students	No similar comparison
No similar comparison	Communicates with students. -Expectations for learning -Directions and procedures -Explanations of content -Use of oral and written language

It is noted that the student teacher evaluation instrument was developed as a recommendation that stemmed from the CSU EPP Teacher Education Accreditation Council (TEAC) report. TEAC noted that the previous student teacher instrument was not reliable, and a more reliable instrument needed to be designed. The student teacher

evaluation that is currently being used was implemented at the start of the 2013-2014 academic year; thus, only two years of data from this instrument are available for analysis.

Type of data yielded. Descriptive and comparative data were secured through this survey.

Descriptive data. Descriptive data (i.e., mean scores, frequency counts) were procured through this instrument. The data yielded specifically provided the following:

1. The TPIs (e.g., instruction, classroom environment) that STSs perceived as student teachers being well prepared by the program and not prepared at all by the program.
2. The five highest survey items that STSs perceived teachers as being well prepared for by the program and not prepared at all by the program.

Comparative data. Frequency counts on item responses provided data for comparing the similar and dissimilar perceptions that were observed through the principal survey, the program graduate survey, and student teacher evaluation on the classroom environment and instruction domains.

Validity and reliability. At CSU, STSs annually participate in an online Danielson Training session referred to as calibration. In this session, they use the Framework for Teaching to evaluate a lesson and must score proficient or better. Calibration ensures and maintains the consistency, reliability, and validity of the observations.

Years of Data Collected from Each Instrument

Each instrument was used to collect data over similar and dissimilar years on years that program graduates entered the classroom or that were recorded for the student teacher evaluation. The principal survey administered May 2014 captured principal perceptions on the preparedness of program graduates who began teaching in the fall of 2013. The program graduate survey depicted program graduates' perceptions of preparedness for those who graduated from CSU during the 2012-2013, 2013-2014, and 2014-2015 school years. The student teacher evaluation highlighted STS perceptions of pre-service teachers' preparedness for the classroom and encapsulated the 2013-2014 and 2014-2015 academic years. It is noted that only two years of data were available because this instrument was matriculated in the 2013-2014 school year. While there is not consistency across the years that data were collected, the distance between the years was small (i.e., plus or minus one year). This small distance did not skew results, as the EGE6 program did not implement any significant changes to the program (e.g., change of courses, change of common assessment instruments) during the data collection years. Table 3.8 illustrates the years that data were collected for from the principal survey, program graduate survey, and student teacher final evaluation.

Table 3.8

Years that Data Were Collected on Each Instrument

Years of Data Collected on Each Instrument	2012-2013 Academic Year	2013-2014 Academic Year	2014-2015 Academic Year
Principal Survey: Teacher Preparation and Effectiveness		✓	
Survey for First-Year Teachers Educator Preparation Program	✓	✓	✓
Candidate Exit Survey. Student Teacher Final Evaluation		✓	✓

Data Analysis

This study employed a non-experimental methods design. McMillian and Wergin (2010) discussed that quantitative non-experimental designs use data analysis techniques that are descriptive, comparative, and/or correlational. Descriptive and comparative techniques were utilized to analyze data so that the efficacy of the CSU EGE6 certification program in preparing pre-service teachers for P-6 classrooms could be interpreted. Table 3.9 summarizes the data techniques applied for each data collection instrument and a discussion of each follows.

Table 3.9

Summary of Data Analysis Techniques for Each Data Collection Instrument

Data Analysis	Principal Survey	Program Graduate Survey	Student Teaching Evaluation
Mean Domain Score	✓	✓	✓
Mean Score for Each Item Response	✓	✓	✓
Standard Deviation Domain Score	✓	✓	✓
Standard Deviation Score for Each Item Response	✓	✓	✓
Frequency Distribution for Each Item Response	✓	✓	✓
Comparative Analysis Using Mean Domain Scores	✓	✓	✓
Comparative Analysis Using Mean Scores for Each Item Response	✓	✓	✓

Descriptive Data Analysis

Descriptive data analysis techniques summarize data on the dependent variable in order to quantitatively illustrate the data's features (Huck, 2008). Dependent variables summarized included the TPI scores, the OEI scores, and the item response scores on the principal survey, the program graduate survey, and the student teacher evaluation. Analysis techniques included calculating mean scores, standard deviation, and frequency distributions.

Mean. The mean score represents the average of all the raw scores (Huck, 2008). The mean scores were calculated using Microsoft Excel for each response item and for each TPI and OEI on the principal survey, graduate survey, student teacher evaluation. It is noted that the rating categories on the instruments are assigned numeric value as the instruments used a narrative descriptive for each rating. Therefore, the following numeric values were assigned for rating categories:

1. Well prepared/advanced (4)
2. Sufficiently prepared/competent (3)
3. Not sufficiently prepared/emerging (2)
4. Not prepared at all/needs significant improvement (1)

Standard deviation. Standard deviation is the average amount of variance (i.e., distance) that the scores have from the mean (Howell, 2011). It was included as an analysis measure because a mean score does not always paint an accurate score of the data. Therefore, including standard deviation allowed for analysis of the dispersion/variability among the scores (Huck, 2008). The smaller the standard

deviation, the more representative the mean score is of the sample; while the larger the standard deviation, the less representative the mean score is to the sample (Mertens, 2005). Standard deviation was calculated using Microsoft Excel for each item and for each TPI and OEI on the principal survey, graduate survey, and student teacher evaluation.

Frequency distribution. A frequency distribution is a numeric representation of how many times a dependent variable occurs (Howell, 2011). For each response item on both surveys and the student teacher instrument, the number of times a rating category (e.g., well prepared, sufficiently prepared, not sufficiently prepared, and not prepared at all) was selected was tabulated using Microsoft Excel.

Comparative Analysis

Comparative analysis illustrates the relationship between two or more groups (McMillian & Wergin, 2010). Using mean scores and frequency distribution scores from the descriptive analysis, principal perceptions, program graduate perceptions, and STS perceptions were compared.

Issues of Reliability, Confidentiality, and Other Ethical Concerns

Reliability

Two issues of reliability were identified. The first was that data gathered rely on the perceptions of others. Darling-Hammond (2006a) cautioned that perceptions gathered in the form of surveys conducted on how principals and program graduates perceive the efficacy of program's preparation only reflect how a participant feels about an item and does not provide a measure of actual program quality. To

counterbalance this limitation, Darling-Hammond (2006a) wrote that multiple measures must be used in order to provide a comprehensive view of the program's perceived efficacy. She recommended that if principal perceptions are solicited, then program graduates should also be solicited in the same areas or vice versa. As prescribed by Darling-Hammond (2006a), this study employed the use both of these stakeholder groups on like instruments. In addition, a third measure (i.e., student teacher evaluation) was utilized to provide a richer picture of the program's efficacy in preparing teachers for the classroom.

The second is generalizability. Generalizability was identified as a limitation of this study. McMillian (2014) discussed that generalizability is the extent to which the results of a study can be applied to other similar contexts. He specified that a study may be limited in generalizability due to participants, the context/setting of the study, and the design of the study. All three of these types of generalizability limitations were evidenced in this study.

Limitation to participant generalizability. In reference to program graduates who were participants in the study, the results from the study can only be generalized to EGE6 program graduates who have three years or less of experience and who graduated from CSU. This limitation was made because only these teachers were solicited for participation.

Limitation to the setting/context of the study generalizability. Study results cannot be generalized to any EPP other than CSU, nor can the study results be generalized to other certification programs contained within CSU. This limitation was

made because the study only examined the efficacy of the CSU EGE6 certification program.

Limitation to design of the study generalizability. The results of this study are limited to only the perceptions of principals during the 2010-2011 and 2011-2012 school years, the perceptions of program graduates who began teaching between the start of the 2012-2014 school years, and STS perceptions that were restricted to only the scope of student teachers who were rated during the 2013-2014 and 2014-2015 school years. Results cannot be generalized beyond the scope of the time period data were collected. The interpretations of the study only offered a snapshot in time of the efficacy of the CSU EGE6 program in preparing pre-service teachers for the classroom.

Limitation to the generalizability of the program graduate survey findings. This issue of generalizability centers on the low response rate on the program graduate survey. Out of 788 program graduates solicited, only 3% completed the survey. Response rate has been linked to generalizability in survey findings (Lin & Van Ryzin, 2012). It is noted that the perceptions of all three participant instruments align. Thus, generalizability for the small number of program graduates was offset. Non-response bias was limited because responses were similar across all three instruments, and comparisons of program graduate data were aligned to more accurate and valid instruments that captured the perceptions of an entire population (Groves, 2006).

Confidentiality

The following steps were taken to ensure confidentiality of participants and data sources:

1. In the writing of the study, participant and school names were replaced with pseudo names to ensure confidentiality. No identifying information or descriptors were provided that would allow readers to identify the person or place under discussion.
2. Principal survey data were downloaded from TEA. Survey information from the website was transferred to a password protected jump drive specifically designated for this study.
3. Program graduate survey data were downloaded from the typeform website (http://typeform.com). This website was a secured website and only the researcher could access the information with a username and self-designed password. In the survey, anonymity was established by not tracking participants and there was no identifying information concerning participants (i.e., name) built into the survey instrument. Survey information from the website was transferred to a password protected jump drive specifically designated for this ROS.

Ethical Concerns

The greatest ethical concerns revolved around the concepts of research bias and reflexivity. Creswell (2013) stressed that a researcher must position him/herself in the study and acknowledge that his/her background experiences may impact the interpretations he or she makes in the study. The researcher must be aware of how his/her positioning can impact findings and should guard against this by disclosing this information early on to the reader. Therefore, as researcher, it is ethical for me to

disclose that I did a program evaluation in an EPP that I have worked in for the past 16 years; thus, I have a vested interest in the EGE6 program and very much want to see it as effective and successful. To offset researcher bias, the methodology of this study was purposefully selected and two peers were asked to review the results of the study.

In the purposeful selection of this study, it is noted that it is grounded in a quantitative methodology as opposed to a qualitative methodology. In a qualitative study, results can be more prone to researcher bias as the researcher is interpreting and categorizing data collected directly from observation or open-ended surveys or interviews (Creswell, 2013), whereas in using a quantitative method, data are collected statistically. The numerical data represent the findings in an objective approach reducing researcher bias in interpreting the data (Fitzpatrick et al., 2011). To further reduce research bias, two peer debriefings of the results were conducted. Mertens (2005) noted that peer debriefing is when the researcher discusses the findings, analysis of data, and hypotheses with a peer who does not have a stake in the research so that the peer can challenge any potential issues of bias. Onwuegbuzie, Frels, Leech, and Collins (2011) demonstrated the impact of peer debriefing in a study involving eight professors from various institutions and 48 doctoral students. Researchers reported that the incorporation of peer debriefing as a measure of interpretive validity assisted in legitimizing the findings of the study. One peer, who teaches courses in research methods at CSU, reviewed the data calculations to ensure sound statistical procedures. A second peer, who teaches in a graduate program at an EPP other than CSU, reviewed

the findings to ensure that research bias was not present in the discussion of the findings. To the best of my knowledge I safeguarded from misinterpreting data.

Qualifications of Researcher

Researcher's Background/Role

The researcher has been working with the EGE6 program for 16 years and has witnessed and been involved with program change and adaptation. She has taught 10 different courses over 16 years at CSU. Teaching a variety of courses has provided her with working knowledge of course content and requirements. She has also served as co-program coordinator since 2009. In this role, she generates the course schedule, writes and assesses student learning outcomes, and coordinates faculty meetings concerning the program. Her role within the program afforded her the opportunity to view the problem as a stakeholder. She is an insider who is familiar with the program's current policies, courses, program history, program initiatives, and faculty members. Her lived experience, as well as her doctoral work at Texas A&M provided her with the preparation and qualifications to research this problem of practice.

Researcher's Journey to the Problem Space

The process of inquiry in order to uncover and learn more about the proposed ROS problem situation served to narrow the focus of the problem under study to targeting program graduate preparedness for the classroom. The researcher's evolution of understanding was funneled down from a broad assumption that a program evaluation was needed because it had not been done to a more narrowly focused problem situation. That problem situation revolved around evaluating the E6EG

undergraduate program because there was an absence in knowing how well or not well the program prepares teachers for the classroom. Uncovering the notion of preparedness for the classroom will inform faculty on how to improve the E6EG program to better prepare teacher candidates for the classroom.

Researcher's Field-Based Mentor

The researcher's field-based mentor was Dr. Elizabeth Benter. During the writing of the first three chapters of this study, she was the Chair of the Department of Curriculum and Instruction at CSU. Currently, Dr. Benter serves as the Associate Dean of the College of Education at CSU.

CHAPTER IV

FINDINGS

The efficacy of educator preparation programs (EPPs) in preparing teachers for the classroom sparks critical conversation from several sources including governmental bodies, professional organizations, national accreditors, and EPPs (Imig et al., 2011). This dialogue stems from the rationale that students in the United States must be prepared to successfully navigate the ever-changing economic landscape (Cochran-Smith & Villegas, 2015). To ensure students are successful in learning, teachers must be of high quality. Teacher quality is linked to student learning (Chetty et al., 2014a, 2014b; Goldhaber, 2016; Lesley et al., 2010; Rand Corporation, 2012). Gansle et al. (2014) noted that since the responsibility of preparing teachers falls to the EPP, then the quality of these programs can be observed in the performance of the teachers they prepare.

To ascertain an EPP's ability to adequately prepare highly qualified teachers for the realities of the classroom, outcome-based assessments have both been proposed and implemented as a way of conferring federal, state, and/or organizational (e.g., Council for the Accreditation of Educator Preparation [CAEP]) accreditation to EPPs. Outcome-based measures focus on the performance of the novice teacher linking assessment data back to the EPP. Governmental control in accrediting/regulating EPPs has caused tension in the EPP community (Plecki et al., 2012). However, instead of creating a divide between governmental bodies and EPPs, Ludlow et al. (2010)

proposed that the external outcome-based accountability measures mandated by the government can be beneficial to EPPs. When EPPs constructively use data from the external measures combined with specific program evaluation measures designed by and tailored to the EPP (i.e., internal measures), then a balance is created. Thus, each stakeholder shares in the responsibility of a program's efficacy in readying qualified teachers for the classroom (Lauer et al., 2005; Meadows & Theodore, 2012).

Central State University (CSU) is the largest university-based EPP in Texas graduating approximately 900 teachers annually (Korcheck, 2014a). Within the EPP, the EGE6 program has the highest pre-service teacher enrollment. In order to build a richer and a more in-depth understanding of the current state of this certification program, a blending of both of external and internal outcome-based assessment measures were collected. External outcome-based principal survey data were collected from TEA. Additionally, internal outcome-based data were collected from program graduates and student teaching supervisors per the recommendation of CSU English as a second language/generalist certification program early childhood through sixth grade (EGE6) stakeholders. This created an intersection of external and internal outcome-based measures that provided a more well-rounded picture of the program's efficacy. The data collected answered the following research question.

> In response to the national call for more rigorous accountability that measures the impact of educator preparation programs on readying teachers for the classroom and through the use of program evaluation, what are the perceptions of principals, program graduates, and student teaching supervisors concerning the efficacy of Central State University's early childhood through sixth grade English as a second language/generalist educator preparation certification program in regard to preparing pre-service teachers for the knowledge and skills needed in the classroom?

From this overarching question, three guiding questions were formulated in order to describe the overall efficacy of CSU's EGE6 EPP ability to ready pre-service teachers for the classroom. They are as follows:

1. What teacher performance indicators do principals, program graduates, and student teacher supervisors (STSs) perceive as being met in the preparation of preservice teachers? Which indicators were perceived as not met?
2. What teacher performance indicator items on the principal survey, program graduate survey, and student teacher final evaluation exhibited the highest frequency of response rates for the well prepared/advanced? What performance indicator items exhibited the highest frequency of response rates for the not sufficiently prepared/emerging?
3. How do principals, program graduates, and STSs perceive CSU's overall effectiveness in the preparation of pre-service teachers? In what ways are the perceptions from all three stakeholders similar? Dissimilar?

Methodology and Methods Summary

Figure 4.1 depicts an overview of the methodology, methods, data sources, and data analysis used in this study. Additionally, each will be discussed in the body of this section.

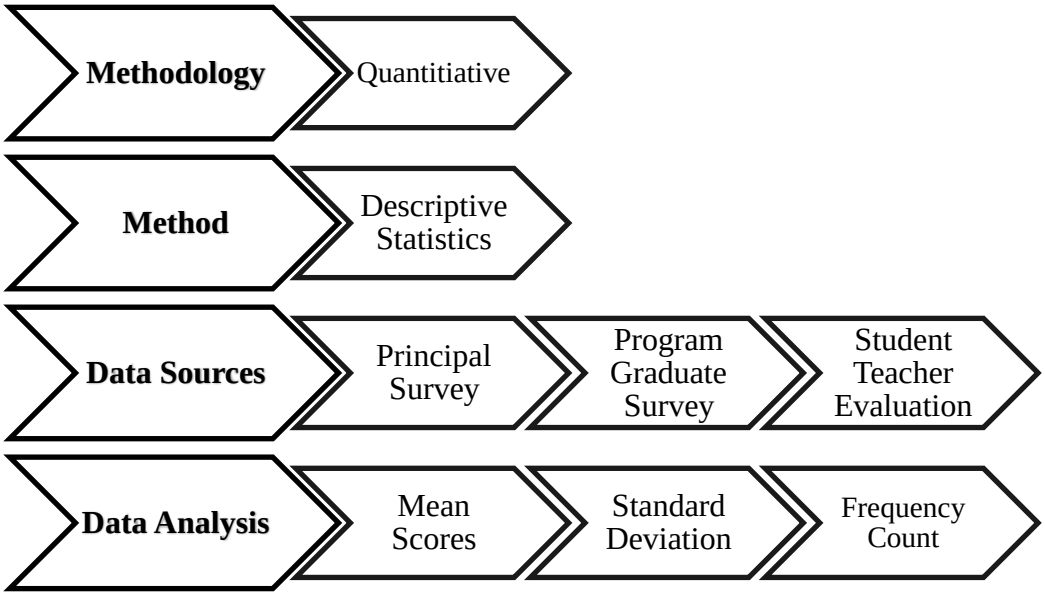

Figure 4.1. Overview of Methodology, Methods, Data Sources, and Data Analysis.

Methodology

In addressing the research question to determine the efficacy of the CSU EGE6 EPP, a quantitative methodology was employed allowing the utilization of numeric data to describe the phenomena under study (Fitzpatrick et al., 2011). This framework was chosen for several reasons. First, it allowed for the collection of data from a large sample size (Center for Innovation in Research and Teaching, 2016). Second, the data sources selected to answer the research question generated numeric/statistical estimates of the populations (i.e., principals, program graduates, STSs) under study (Creswell, 2014). Third, statistical results are viewed by policymakers as providing greater objectivity and credibility (Center for Innovation in Research and Teaching, 2016). The

results of this study are to be shared with the policymakers of the EGE6 EPP at CSU. Fourth, statistical scores also provided like points of comparison across the data sources in this study and to other research studies (e.g., Levine, 2006; Teach Plus, 2015; U.S. Department of Education, National Center for Education Schools and Staffing Survey [SASS], 2012). Finally, it has provided the foundation for a qualitative study in the future so that individual stakeholder perceptions can be further explored allowing for a more in-depth construction and inquiry of the CSU EGE6 EPP's efficacy (Creswell, 2013).

Methods

This study employed non-experimental descriptive statistical methods. In this type of method, the researcher does not have any influence or control over the outcome of the study (McMillian & Wergin, 2010). This approach allowed data to be summarized on a single variable (e.g., mean score, standard deviation) in order to convey common characteristics of the efficacy of the CSU EPP's EGE6 certification program (Mertens, 2005).

Data sources. Three outcome-based data sources were secured to ascertain the program's ability to ready EC-6 pre-service teachers for the classroom: (a) principal survey, (b) program graduate survey, and (c) student teacher evaluation. Each data source instrument was administered to participants who were able to provide feedback in regard to the EPP's ability to ready pre-service teachers based on a novice teacher's performance in the classroom or after EPP coursework had been completed by pre-service teachers. All data sources were Likert-type scale instruments that measured the

level of agreement or disagreement participants had with a provided prompt (Huck, 2008). This allowed for like comparisons to be made across all three instruments as each instrument had four levels of agreement and conceptually similar prompts that allowed for conclusions to be drawn concerning the efficacy of the EGE6's teacher preparation program. Table 4.1 displays a synopsis of each instrument discussing where and how data were procured, instrument validity and reliability, data collection year/s, participants, number of items on each instrument, and the domains assessed. Chapter III provides a more in-depth description of each.

Table 4.1

Overview of Data Source Instruments

Data Source Instrument	Where Data Were Procured	Year/s Data Collected	Instrument Validity and Reliability	Participants	Number of Items on Each Instrument and Domains Assessed
Principal Survey	Secondary Source-TEA	2014	Content validity was established (TEA 2015e). Reliability was recognized since validity was found (Huck, 2008).	149 Texas public school principals P-6	35 items spread across 8 domains. Domains: classroom environment, instruction, students with disabilities, limited English proficient students, technology integration, use of technology with data, overall evaluation of the EPP, and teacher effectiveness on student achievement
Program Graduate Survey	Primary Source-Participants solicited by researcher	2013-2015	Content validity was established on the principal survey (TEA 2015e). The program graduate survey items were taken from this survey. Reliability was recognized since validity was found (Huck, 2008).	23 Texas public school P-6 teachers who graduated from the CSU EGE6 EPP	34 items spread across 7 domains. Domains: classroom environment, instruction, students with disabilities, limited English proficient students, technology integration, use of technology with data and overall evaluation of the EPP
Student Teacher Evaluation	Secondary Source- Office of Educator Preparation at CSU	2013-2015	Annual STS calibration ensured the validity and reliability of the instrument.	570 CSU EGE6 EPP student supervisors	20 items spread across 4 domains. Domains: planning and preparation, instruction, classroom environment, and professional responsibilities

The domains for each instrument were further broken down into two areas (i.e., teacher performance indicators and overall effectiveness indicators) to allow for a cohesive discussion of findings across instruments. Teacher performance indicators (TPIs) contain the domains on each of the three instruments that measured the knowledge and skills teachers are accountable for implementing on a daily basis (e.g., instruction, classroom environment). Table 4.2 provides a description of individual TPIs and the data sources measuring each. Overall effectiveness indicators (OEIs) encompass the domains on each instrument that capture stakeholder's global perceptions (e.g., ability to impact student achievement) of the CSU EGE6 EPPs efficacy in preparing pre-service teachers for the classroom. It is noted that the principal survey and program graduate survey contained domains that could be subsumed as OEIs; whereas, the student teacher final evaluation did not. Table 4.3 depicts a description of each OEI and the corresponding data source/s.

Table 4.2

Teacher Performance Indicators and Corresponding Data Sources

Teacher Performance Indicator Descriptions	Principal Survey	Program Graduate Survey	Student Teacher Evaluation
Classroom Environment: The ability to effectively manage classroom procedures and discipline, communicate expectations to students, support an equitable learning environment, and establish a positive rapport with students and families.	✓	✓	✓
Instruction: The ability to use various approaches that encourage higher level thinking, be responsive to students' instructional needs, use assessment to guide instruction, be learner centered, integrate appropriate pedagogical skills (e.g., questioning, modeling, self-reflection), align with standards-based content, and provide timely and appropriate feedback to students.	✓	✓	✓
Students with Disabilities: The ability to differentiate academic instruction to meet the needs of students with academic and behavioral disabilities, understand and follow all laws, be able to make appropriate decisions concerning modifications and accommodations needed by the student as outlined on the student's IEP, and collaborate with others who work with students with disabilities.	✓	✓	not measured
Limited English Proficient Students: The ability to provide appropriate instruction and assessment that allows students to show knowledge of state curriculum, adhere to laws concerning ESL students, and model and teach academic English in core content areas.	✓	✓	not measured
Technology Integration: The ability to use available technology to integrate state curriculum, provide online or real-time technology-based learning opportunities, engage students' learning in an active way, and teach students technology skills that are developmentally appropriate.	✓	✓	not measured
Use of Technology with Data: The ability to use available software to collect, manage, and analyze student data, interpret data from multiple sources, document student learning to determine if intervention is necessary, and use, collect and manage assessments to collect data to guide instruction.	✓	✓	not measured
Planning and Preparation: The ability to demonstrate knowledge of content and pedagogy, students, instructional outcomes, resources, cohesive instruction, and student assessments.	not measured	not measured	✓
Professional Responsibilities: The ability to make decisions based on knowledge of students, putting the welfare of students first, and assuming responsibility for following professional standards of practice and ethics.	not measured	not measured	✓

Table 4.3

Overall Effectiveness Indicators and Corresponding Data Sources

Overall Effectiveness Indicator Descriptions	Principal Survey	Program Graduate Survey	Student Teacher Evaluation
Overall Evaluation: The overall perception of how the EPP prepared the teacher for the realities of the classroom.	✓	✓	not measured
Teacher Effectiveness and Student Achievement: The overall perception of how the EPP prepared the teacher to influence student achievement.	✓	not measured	not measured

Analysis of data. Mean scores, standard deviations, and frequency counts were the statistical tools used to analyze data and report the results of this study. Mean scores were calculated for each instrument to provide a strong estimate of the population under study, and these scores allowed for comparisons to made across each of the instruments (Howell, 2011). Standard deviation illustrated the amount of accuracy a mean score reflected (Howell, 2011). Mean scores were specifically calculated for the indicators measured on each instrument (e.g., classroom environment, instruction). Frequency counts reported in percentage were tabulated for each prompt on all three instruments. In this format, data could be summarized illustrating which prompts had the highest rate of response on the Likert-type scale provided selections (e.g., well prepared, not sufficiently prepared). Mean scores and frequency counts allowed conclusions to be drawn in order to determine specific areas that the EGE6 program effectively prepares pre-service teachers for the classroom and specific areas that the program needs to improve. These scores also provided a means for comparing results of each instrument to the other instruments in the study as well as national data.

Findings

The statistical data yielded by each instrument (i.e., principal survey, graduate survey, student teacher evaluation) provided information in answering the study's overarching question concerning the efficacy of the CSU EGE6 EPP in preparing pre-service teachers for the classroom as perceived by principals, program graduates, and STSs. Additionally, the statistical results obtained from each data corresponded to the three guiding questions that were constructed. Guiding questions were crafted to bring specificity to the answer of the research question. The three findings from this study align to both the guiding questions and to the data sources used to procure statistical evidence. Table 4.4 illustrates the alignment of the findings to the guiding questions and to the data sources.

Finding 1: TPIs

TPIs measured the efficacy of teacher preparation by the EGE6 program. These indicators encompassed the responsibilities teachers are accountable for implementing on a daily basis. On the principal and program graduate surveys, six TPIs were assessed (i.e., classroom environment, instruction, students with disabilities, limited English proficient students, technology integration, use of technology with data). The student teacher evaluation measured four TPIs (i.e., planning and preparation, classroom environment, instruction, professional responsibilities).

Table 4.4

Alignment of Findings to the Guiding Questions and to the Data Sources

Findings	Guiding Question	Principal Survey	Program Graduate Survey	Student Teacher Evaluation
Finding 1	What teacher performance indicators do principals, program graduates, and STSs perceive pre-service teachers as: a. Being met in the preparation of pre-service teachers? b. Not being met?	✓	✓	✓
Finding 2	What teacher performance indicator items on the principal survey, program graduate survey, and student teacher final evaluation exhibited the highest frequency of response rates for the: a. Well prepared/advanced? b. Not at all prepared/needs significant improvement?	✓	✓	✓
Finding 3	How do principals, program graduates, and STSs perceive CSU's overall effectiveness in the preparation of pre-service teachers? In what ways are the perceptions from all three stakeholders similar? Dissimilar?	✓	✓	✓

Results for each TPI are reported in mean and standard deviation scores for the principal survey, the program graduate survey, and the student teacher evaluation. Mean scores are reported in numbers 1 through 4. A 4 represented that the participant perceived the pre-service teacher was well prepared/advanced and was able to demonstrate a thorough understanding of knowledge and skills. A 3 denoted sufficiently prepared/competent exemplifying that most of the time the pre-service teacher was able to display a general understanding of the knowledge and skills. A score of 2 indicated the pre-service teacher was not sufficiently prepared/emerging and exhibited limited knowledge. A score of 1 signified not prepared and the pre-service teacher lacked the requisite knowledge and skills.

Table 4.5 displays the results of the principal survey, the program graduate survey, and the student teacher evaluation for the TPIs. It is noted that the standard deviation score for each mean score reflected a small amount variance (i.e., all but one score below a 1). This illustrates the majority of participants scored the prompt items within each TPI with the same consistency showing little variation in agreement. Results reveal two sub-findings: TPIs in which pre-service teachers are being effectively prepared and TPIs in need of improvement.

Table 4.5

Principal Survey, Program Graduate Survey, and Student Teacher Evaluation TPI Mean and Standard Deviation Scores

	Principal Survey		**Program Graduate Survey**		**Student Teacher Evaluation**	
TPI	**M**	**SD**	**M**	**SD**	**M**	**SD**
Classroom Environment	3.34	0.65	3.30	0.62	3.37	0.64
Instruction	3.30	0.61	3.17	0.72	3.28	0.62
Students with Disabilities	3.26	0.59	2.62	0.67	not measured	
Limited English Proficient Students	3.30	0.55	2.93	0.87	not measured	
Technology Integration	3.37	0.60	2.92	0.87	not measured	
Use of Technology with Data	3.28	0.57	2.28	1.04	not measured	
Planning and Preparation	not measured		not measured		3.27	0.61
Professional Responsibilities	not measured		not measured		3.57	0.61

Note: Likert-type scale: 4= well prepared/advanced, 3= sufficiently prepared/competent, 2 =not sufficiently prepared/emerging, and 1=not at all prepared/needs significant improvement

Sub-finding 1a: TPIs in which pre-service teachers are effectively prepared. In disaggregating the data, the principal survey, program graduate survey, and student teacher evaluation results illustrated that all three participant groups agreed on the efficacy of the CSU EGE6 EPP for two of the TPIs, classroom environment and instruction. However, the principal survey and student teacher final evaluation results reflect that principals and STSs' perceived areas of effectiveness in the program's

preparation of teachers that program graduates did not perceive. The results of each instrument are discussed.

TPIs found to be effective by principals. In examining the results of the principal survey, all six TPI mean scores were above a 3 (i.e., sufficiently prepared). In analyzing the results further, it is noted that the TPI of technology integration had the highest mean score of 3.34 and the TPI of students with disabilities had the lowest mean score of 3.26. There is only an eighth of a hundredth discrepancy between these two TPIs. The results indicate the finding that principals perceived that the CSU EGE6 is more than sufficiently preparing pre-service teachers for the responsibilities of the classroom in a consistent manner. There was no outlying TPI being significantly above or below the other TPIs. Additionally, there were not any TPIs where principals perceived that pre-service teachers were not prepared.

Results from the principal survey, both contrast and align to findings from other studies that solicited the perceptions of principals concerning the abilities of novice teachers in the classroom. Levine (2006) and Swain and Lewis (2016) both surveyed principals concerning the preparation of new teachers. These investigations' findings contrast the results of the principal survey in this study. Researchers found that principals perceived that EPPs did not sufficiently prepare novice teachers for working with students with disabilities, limited English proficient students, and managing a classroom environment. This differs from the principals who provided feedback on the ECE6 EPP at CSU. The principal survey reflected that principals perceived the efficacy of this program as more than sufficiently preparing teachers for working with students

with disabilities (*M*=3.26), limited English proficient students (*M*=3.30), and managing a classroom environment (*M*=3.34). Additionally, research on principal perceptions have reflected that principals believed that EPPs did not ready teachers for technology integration (Gao et al., 2011; Levine 2006), which differed from results of this study that reflected principals perceived the new teachers were prepared to integrate technology (*M*=3.37). Research has also found that principals do perceive that novice teachers are prepared by the EPP in the area of instruction and use of technology with data (Swain & Lewis, 2016), and this research aligns to the findings of principals who believed the EGE6 program did prepare teachers for these areas. Principals in this study perceived that the EGE6 program more than sufficiently prepared teachers for instruction (*M*=3.30) and use of technology with data (*M*=3.28).

TPIs found to be effective by program graduates. Program graduates perceived that the EGE6 EPP at CSU more than sufficiently prepared them for the TPIs of classroom management (*M*=3.30) and instruction (*M*=3.17). Both mean scores were above a 3 (i.e., sufficiently prepared). The TPI results for classroom environment and instruction align and contrast to the literature on new teachers' perceptions of EPP preparation.

CSU EGE6 program graduates reported that they believed the EPP more than sufficiently prepared them with the knowledge and skills needed to manage a classroom environment (*M*=3.30). This finding aligns and contrasts to the research literature on an EPP's ability to ready the novice teacher for the knowledge and skills needed to manage a classroom. New teachers have reported that they felt sufficiently

prepared by their EPP in areas of classroom management (Levine, 2006; U.S. Dept. of Ed., National Center for Education SASS, 2012). In this regard, the results of this study align with these national studies. However, other sources demonstrate that new teachers often perceive that they needed more preparation in managing a classroom environment (Chesley & Jordan, 2012; Teach Plus, 2015). Lunden (2016) wrote over the last 50 years research has found that novice teachers often struggle with managing the classroom environment. In this regard, findings from this study contrast with the research as program graduates of CSU reported they felt more than sufficiently prepared to manage the classroom environment.

CSU EGE6 program graduates responded that they believed the EPP more than sufficiently prepared them with the knowledge and skills needed to implement instruction in the classroom (M=3.17). This finding aligns and contrasts to the research literature on an EPP's ability to ready the novice teacher for instruction. New teachers often report that they felt sufficiently prepared by their EPP in areas of instructional practice (Levine, 2006; Teach Plus, 2015; U.S. Dept. of Ed., National Center for Education SASS, 2012). In this respect, the results of this study align with these national studies. However, Chesley and Jordan (2012) conducted a focus group with new teachers who reported that they felt underprepared by their EPPs in the area of instruction. Freiberg (2002) supported this finding reporting that new teachers often struggle with instructional strategies. In this regard, findings from this study contrast with the research as program graduates of CSU reported more than sufficiently prepared to implement instruction.

TPIs found to be effective by STSs. In a synthesis of the results, STSs perceived that CSU EGE6 student teachers were more than competent in all four TPIs as all scores were above a 3 (i.e., competent). STSs saw student teachers as being more than competent in classroom environment (M=3.37), instruction (M=3.28), planning and preparation (M=3.27), and professional responsibilities (M=3.57). In disaggregating the results further, it is noted that the TPI of professional responsibilities had the highest mean score of 3.57 and the TPI of planning and preparation had the lowest mean scores of 3.27. It is noted that there is a minimal discrepancy (i.e., three tenths of a point) between the highest scoring TPI and the lowest scoring domain (i.e., planning and preparation). The marginal discrepancy between TPIs demonstrates that the EGE6 program is consistently able to ready student teachers who are more than competent to teach with no outlying TPI being significantly above or below the other TPIs.

Roegman, Goodwin, Reed, and Scott-McLaughlin (2016) reported the findings of three university teacher preparation programs using the Danielson Framework for Professional Practice. This is the same instrument used in the CSU EGE6 EPP as the student teacher evaluation. Roegman et al.'s (2016) results do not mirror those of this study. In all four TPIs of the instrument, STSs in the Roegman et al. (2016) study rated student teachers with mean scores between a 2.14 and 2.52. A score of 2 represents the TPI as emerging. In comparison, EGE6 student teachers at CSU achieved mean scores that were all above a 3 (i.e., competent).

Commentary on the probable rationale for the TPIs of classroom environment and instruction being areas of strength for all stakeholders. All three stakeholder groups (i.e., principals, program graduates, and STSs) found that the CSU EGE6 EPP more than sufficiently prepared pre-service teachers for the TPIs of classroom management and instruction as the mean scores were above a 3 (i.e., sufficiently prepared). These findings differ from the research on novice teachers that reports that beginning teachers struggle with classroom environment/management (Chesley & Jordan, 2012; Freeman, Simonsen, Briere, & MacSuga-Gage, 2014; Levine, 2016; Lunden 2016; Swain & Lewis, 2016; Teach Plus, 2015) and instruction (Chelsey & Jordan, 2012; Freiberg, 2002; Teach Plus, 2015).

In hypothesizing a rationale for the CSU EGE6 EPP's ability to more than sufficiently prepare pre-service teachers for the knowledge and skills needed to create a classroom environment (i.e., classroom management) as perceived by all three stakeholder groups, the impact of coursework offers a probable explanation. Pre-service teachers are required to take a dedicated to classroom management course in tandem with a field experience allowing them to practice the course content in an elementary classroom. Not all EPPs provide pre-service teachers with a stand-alone course in behavior management (Christofferson & Sullivan, 2015; Freeman et al., 2014; Hammerness, 2011). One of these researchers, Hammerness (2011), found that out of the 26 traditional university programs researched, 11 had a required behavior management course with only 7 that linked field experience, with the coursework. Monroe, Blackwell, and Pepper (2010) reported that when pre-service teachers took a

course in behavior management aligned with field experience scores on the student teaching instrument increased significantly for the domain of managing the learning environment compared to scores previous to the implementation of this practice. Pre-service teachers who take a classroom management course in tandem with fieldwork feel more prepared to manage the classroom environment than pre-service teachers who take a stand-alone course on classroom management (Christofferson & Sullivan, 2015). The structure of the EGE6 EPP at CSU aligns to the research that demonstrates the positive impact of taking a classroom management course in conjunction with a field experience. This offers a probable explanation as to why all three stakeholder groups in this study perceived that the program more than sufficiently prepared pre-service teachers for addressing the classroom environment.

In theorizing an explanation for the CSU EGE6 EPP's ability to more than sufficiently prepare pre-service teachers for the knowledge and skills needed for instruction as perceived by all three stakeholder groups, the impact of the sequence of coursework and its design offers a probable rationale. How to successfully ready pre-service teachers for implementing and delivering instruction has been a source of debate in educator preparation (Cochran-Smith et al., 2015; Forzani, 2014; Kennedy, 2016; U.S. Dept. of Ed., 2011). Historically, while some stress a knowledge-based approach in which the content knowledge of the subject/s being taught is most important, others stress it is the pedagogical knowledge of how to deliver the content with attention to students and student learning that is more important (DeMonte, 2015; Gastaldo, Homen-de-Mello, & Leal, 2016; Shulman, 1986). From this debate, the

framework of pedagogical content knowledge (PCK) has emerged as an approach to preparing teachers to deliver instruction (Angeli et al., 2016; Ayers, 2016; Gastaldo et al., 2016). Grounded in Shulman's (1986, 1987) theoretical work, PCK is defined as "the blending of content and pedagogy into an understanding of how particular topics, problems, or issues are organized, represented, and adapted to the diverse interests and abilities of learners, and presented for instruction" (Schulman, 1987, p. 8). Thus, teachers must know the content of the subject/s they are tasked with teaching, and they must also know how to teach that content (Santau, Maerten-Rivera, Bovis, & Orend, 2014). Infusing PCK into coursework has proven to impact pre-service and in-service teachers' ability to design and implement instruction in positive ways (Ayers, 2016; Gastaldo et al., 2016; Park & Chen, 2012). CSU's EGE6 teacher preparation curriculum infuses PCK into the coursework and into the scope and sequence of the curriculum. For example, pre-service teachers take courses in various content areas related to science, math, and social studies. Then, they take coursework in each content area in the department of curriculum and instruction that focuses on the pedagogy of teaching each subject to elementary school students. In other curriculum and instruction coursework (e.g., early childhood, reading, and ESL), content and pedagogy are purposely woven into the scope and sequence of required classes as faculty have aligned both content and pedagogical standards as outlined by state requirements into each course.

Sub-finding 1b: **TPIs in need of improvement.** The principal survey and student teacher final evaluation did not reflect any TPIs in need of strengthening as all

mean scores were above a 3 (i.e., sufficiently prepared). The program graduate survey reflected TPIs that were perceived as in need of improving. Program graduates expressed that the CSU EGE6 EPP did not sufficiently prepare them as pre-service teachers in the TPIs of students with disabilities (*M*=2.62), limited English proficient students (*M*=2.93), technology integration (*M*=2.92), and use of technology with data (*M*=2.28). All mean scores within the TPIs were between 2.28 (use of technology with data) to 2.93 (limited English proficient students). Therefore, program graduates perceived that the EGE6 teacher preparation program only provided them with limited understanding and the partial required knowledge and skills to navigate the classroom in these areas.

These findings of being not sufficiently prepared in the above TPIs mirror the research on teacher preparation as reported by program graduates. Beginning teachers often feel unprepared addressing the academic needs of ELL students in the classroom (Faez & Valeo, 2012; Levine, 2006; Polat, 2010; Téllez & Mosqueda, 2015), and new teachers report having difficulty in instructing students with disabilities (Burkman, 2012; Chelsey & Jordan, 2012; Taranto, 2011). Regarding technology integration, Chelsey and Jordan (2012) discussed that new teachers felt inadequately readied by their EPP in the integration of technology into the classroom. This is supported by Levine (2006) who reported 59% of program graduates did not feel prepared by their EPPs to integrate technology into the grade level and subject they taught. A thorough search of the research did not yield studies that addressed how well EPPs prepared novice teachers to use technology data.

Commentary on the probable rationale for TPIs found as areas of need by program graduates. A possible explanation for why program graduates perceived that the CSU EGE6 EPPs did not sufficiently prepare them for working with students with disabilities, the scope and depth of coursework offered to pre-service teachers offers a probable explanation. In the 125 course hours required by the EGE6 program, only one course consisting of three hours of credit is required in the study of special education. It can be hypothesized that one course in special education does not satisfactorily ready pre-service teachers for teaching students with disabilities. Goldstein, Warde, and Rody (2013) determined that regular education classroom teachers are responsible for instructing five or more students in special education. This study showed an increase in students with disabilities in the regular education classroom compared to Kauffman (2000) who estimated that two to three students with disabilities were contained within regular education classrooms. Goldstein et al. (2013) wrote, "A teacher education program with a single special education course cannot prepare general education student teachers for all the needs of the number and variety of students with disabilities that they are likely to have in their classrooms" (p. 564). It is probable that CSU EGE6 program graduates felt unprepared for instructing students with disabilities in their classes because of lack of coursework dedicated to such.

The CSU EPP is a unique teacher preparation program as it is the largest and one of the few EPPs in Texas that offers dual initial certification as a generalist and ESL teacher for grades P-6. However, program graduates reported feeling that they were not sufficiently prepared to work with students with limited English proficiency.

It is noted that pre-service EGE6 teachers at CSU take two courses dedicated to ESL in tandem with a field experience, and ESL standards from the state are infused in coursework for early childhood, reading, and curriculum and instruction. A hypothesis for this area of perceived need is not an obvious one and needs to be studied further as research reflects that field experience when taken in tandem with courses that support the field experience impacts pre-service teacher learning in a powerful way (Capraro, Caparo, & Helfeldt, 2010). However, research also indicates that EPPs need to prepare teachers for working with ESL students by exploring the assumptions and attitudes that pre-service teachers bring with them and providing them the tools and knowledge to work with ESL students in the classroom (Hutchinson, 2013). Rizzuto (2017) supported this by reporting that the instructional practices must be aligned to culturally responsive practices and research-based strategies that support the learning of ELLs. These areas need deeper investigation in order to further uncover a rationale for why CSU EGE6 program graduates did not feel prepared to work with limited English proficient students.

In forming a basis for why program graduates perceived that the CSU EGE6 EPPs did not sufficiently prepare them to integrate technology, the absence of coursework offers a feasible justification. Out of the required 125 course hours, CSU EGE6 pre-service teachers are not required to enroll in one class that is specifically dedicated to technology. Rather faculty teaching curriculum and instruction courses are asked to integrate technology topics into coursework and assignments. There is no current data to ascertain the extent to which this is being done as this was not within

the scope of this study; however, data reflect that program graduates do not feel adequately readied to integrate technology in the classroom and to use technology to analyze data. Studies have shown that combining technology knowledge, content knowledge, and pedagogical knowledge in teacher preparation is an effective instructional tool for increasing technology in the classroom (Agyei & Voogt; 2016; Banas & York; 2014; Muilenburg & Berge, 2015; Thomas, Herring, Redmond, & Smaldino, 2013).

Finding 2: TPI Items on the Principal Survey, Program Graduate Survey, and Student Teacher Final Evaluation with the Highest Frequency of Responses for Well Prepared/Advanced and Not at All Prepared/Needs Significant Improvement

Finding 2 reports the results of the five highest ranked TPI survey items for the response selections of well prepared/advanced and not prepared at all/in need of significant improvement. In order to analyze the five survey items with the most selections for each of the above responses, the principal and program graduate TPI survey items were statistically disaggregated into septiles, and the student teacher evaluation TPI survey items were statistically broken into quartiles. The first septile was designated for the principal and program graduate data sources since each survey has approximately 35 questions. By culling out items in the first septile, the five survey items with the highest responses of well prepared and not prepared at all were isolated. The first quartile was indicated on the student teacher evaluation since the data source had 20 questions; thus, the first quartile represented the five survey items with the most

selections of advanced (i.e., well prepared) and needs significant improvement (i.e., not prepared at all). By examining survey items in the first septile on the principal and program graduate surveys and items in the first quartile for the student teacher evaluation, the five survey items with the highest responses of well prepared/advanced and the five survey items with the most selections of not at all prepared/in need of significant improvement could be analyzed equally across all three instruments.

For finding 2, frequency counts in the form of percentage were calculated to allow for data to be summarized numerically. Results revealed two sub-findings: (a) specific survey items in which novice teachers were well prepared/advanced and (b) survey items in which novice teachers were not prepared at all/needs significant improvement.

Sub-finding 2a: The five TPI items with the highest frequency of well prepared or advanced. Table 4.6 reports the survey items found in the first septile on the principal and program graduate surveys and survey items located in the first quartile of the student teacher final evaluation for selection choices of well prepared or advanced.

Table 4.6

TPI Items with the Highest Percentage of Well Prepared/Advanced

Items with TPI	**Principal Survey: Frequency Percent for Items in First Septile (i.e. highest 5 items out of 35 items)**	**Program Graduate: Survey Frequency Percent for Items in First Septile (i.e. highest 5 items out of 34 items)**	**Student Teacher Evaluation: Frequency Percent for Items in First Quartile (i.e. highest 5 items out of 25 items)**
Build and maintain positive rapport with students/creates an environment of respect and rapport (TPI: classroom environment)	53.69%	78.26%	62.92%
Engage and motivate students through learner-centered instruction (TPI: instruction)	45.64%	34.78%	*
Provide support to achieve a positive, equitable, and engaging learning environment (TPI: classroom environment)	44.97%	56.52%	N/A
Use technology to make learning more active and engaging for students (TPI: technology integration)	46.98%	*	N/A
Use technology available on the campus to integrate curriculum to support student learning (TPI: technology integration)	46.31%	*	N/A
Set clear learning goals and align instruction with standards-based content (TPI: instruction)	*	47.83%	N/A
Implement varied instruction that integrates critical thinking, inquiry, and problem solving (TPI: instruction)	*	39.13%	N/A
Respond to the needs of students by being flexible in instructional approach and differentiating instruction (TPI: instruction)	*	39.13%	N/A
Demonstrates professionalism (TPI: professional responsibilities)	N/A	N/A	72.87%
Participates in a professional community (TPI: professional responsibilities)	N/A	N/A	67.71%
Demonstrates professional growth and development (TPI: professional responsibilities)	N/A	N/A	66.91%
Reflects on teaching (TPI: professional responsibilities)	N/A	N/A	62.01%

Note: N/A= not an item on the instrument; * = item was not within the highest frequency count for the instrument.

In analyzing the data, one specific survey item was evidenced across all three data sources. The principal survey, program graduate survey, and student teacher evaluation results reflected that all three participant groups selected well prepared/advanced for the survey item of *build and maintain positive rapport with students/creates an environment of respect and rapport*. Additionally, two specific survey item results were shared by the principal and program graduate surveys. These were e*ngage and motivate students through learner-centered instruction* and *provide support to achieve a positive, equitable, and engaging learning environment*. All three of these shared survey items are contained within the TPIs of classroom environment and instruction. These TPIs had mean scores that reflected the EGE6 program more than sufficiently prepared (i.e., mean scores above a 3) pre-service teachers for these areas. Thus, there is an alignment of the data substantiating the finding that the CSU EGE6 EPP is effectively preparing pre-service teachers to manage a classroom environment and deliver instruction. The results of each instrument are discussed below.

Principal perceptions of well prepared. Results of the principal survey revealed that principals perceived that the EGE6 program was well preparing teachers for the classroom in the specific areas of for *build and maintain a positive rapport with students* (53.69% selected well prepared), *use technology in learning and engaging students* (45.64% selected well prepared), *integrate technology into curriculum to support student learning* (44.97% selected well prepared), *provide support to students to achieve a positive, equitable, and engaging learning environment* (46.98% selected

well prepared), and *engage and motivate students through learner-centered instruction* (46.31% selected well prepared).

Three of survey items found as specific areas of strength as reported by principals in this study contrast with the research literature. In order to compare items in the first septile to the literature, the frequency for the responses well prepared and moderately prepared were tabulated. This statistical calculation provided a more holistic picture of the EPP's ability to ready teachers for the classroom, and it allowed for a more accurate comparison to the research literature. For the item of e*ngage and motivate students through learner-centered instruction*, Saadi and Saeed (2010) reported principals perceived that the EPP did not prepare the novice teacher for this area; whereas, 91.95% of principals perceived that the CSU EGE6 EPP well prepared (45.64%) and sufficiently prepared (46.31%) teachers. With the two survey items contained within the classroom environment TPI (i.e., *build and maintain a positive rapport with students* and *provide support to students to achieve a positive, equitable, and engaging learning environment*), the research reflects that principals believe that novice teachers are not prepared by the EPP to manage the classroom environment (Levine, 2006; Swain & Lewis, 2016). The literature also reflects that principals perceive that new teachers struggle with classroom environment (Levine, 2006; Swain & Lewis, 2016). Two of the survey items in the first septile for well prepared fell within the classroom environment TPI indicating that EGE6 EPP is readying teachers for this area. In the survey item of *build and maintain positive rapport with students/ creates an environment of respect and rapport*, 94.63% of principals responded that the

EGE6 EPP well prepared (53.69%) and sufficiently prepared (40.94%) teachers for this area, and with the survey item of *provide support to achieve a positive, equitable, and engaging learning environment*, 91.28% of principals answered that the EGE6 EPP well prepared (44.97%) and sufficiently prepared (43.31%) teachers for this area.

Two survey items contained in the technology integration TPI (i.e., *use technology to make learning more active and engaging for students* and *integrate technology into curriculum to support student learning*) both contrast and align to the research. Swain and Lewis (2016) reported that principals felt the EPP prepared the novice teacher well in the areas of using technology in teaching; whereas, Levine (2006) stated that principals felt EPPs were not preparing teachers to integrate technology. On the survey item of *use technology to make learning more active and engaging for students*, 93.96% of principals indicated that the EGE6 EPP well prepared (46.98%) and sufficiently prepared (46.98%) to incorporate technology this way. In response to the survey item of *use technology available on the campus to integrate curriculum to support student learning*, 94.63% of principals indicated that the EGE6 EPP well prepared (46.31%) and sufficiently prepared (48.32%) novice teachers to integrate technology into the curriculum. Whereas, Levine (2006) reported that 46% of principals expressed that EPPs were very well and moderately well preparing teachers for this task.

Program graduate perceptions of well prepared. Data from the program graduate survey illustrated that program graduates perceived that the EGE6 program was well preparing teachers for the classroom in the specific areas of *build and*

maintain a positive rapport with students (78.26% selected well prepared), *provide support to students to achieve a positive, equitable, and engaging learning environment* (56.52% selected well prepared), *set clear learning goals and align instruction with standards-based content* (47.83% selected well prepared), *implement varied instruction that integrates critical thinking, inquiry, and problem solving* (39.13% selected well prepared), *respond to the needs of students by being flexible in instructional approach and differentiating instruction* (39.13% responded well prepared), and *engage and motivate students through learner-centered instruction* (34.78% selected well prepared).

These findings contrast with the research literature concerning the perceptions of novice teachers in regard to preparation. Two items found within the first septile of well prepared are clustered within the TPI of classroom environment. A Teach Plus (2015) Poll that surveyed 1,020 teachers across 35 states about their teacher preparation poll found that 55% of teachers responded that their preparation for the classroom would have been stronger if their EPP included more instruction classroom management from their EPP. As the top-rated survey item, 100% of program graduates assigned a rating of well prepared (56.52%) and sufficiently prepared (43.48%) to *provide support to achieve a positive, equitable, and engaging learning environment*. In the response item of *build and maintain a positive rapport with students*, 95.65% of program graduates perceived that the EGE6 certification program well prepared (78.26%) and sufficiently prepared (17.39%) them for this task.

Four survey items found within the first septile of well prepared were contained in the instruction TPI. Program graduates perceived they were well prepared by CSU to *set clear learning goals and align instruction with standards-based content* with 91.3% of program graduates assigning the rating of well prepared (47.83%) and sufficiently prepared (43.84%) to this item. This differs with the Teach Plus (2015) poll that reported that 32% of teachers desired more training from their EPP in implementing instruction to using standards-based content. In the survey item of *implement varied instruction that integrates critical thinking, inquiry, and problem solving*, 91.3% of program graduates felt well prepared (39.13%) and sufficiently prepared (52.17%) by CSU. Additionally, 78.26% of program graduates felt well prepared (39.13%) and sufficiently prepared (39.13%) to respond to the *needs of students by being flexible in instructional approach and differentiating instruction*. This finding on the ability to differentiate instruction contrasts national data. The most recently published 2011-2012 SASS (U.S. Dept. of Ed., National Center for Education Statistics, SASS, 2012) found that 58% of novice teachers across the United States and 54% of Texas novice teachers felt very well prepared and well prepared by their EPP to differentiate instruction. More recently, the Teach Plus (2015) poll reported that 53% of teachers believed that their EPP needed to offer stronger preparation in differentiating instruction Finally, 91.3% of program graduates felt well prepared (34.78%) and sufficiently prepared (56.52%) by the EGE6 EPP to *engage and motivate students through learner-centered instruction*. The high rating on this item opposes Freiberg (2002) who reported that

new teachers often struggle with instructional strategies such as learner-centered instruction.

STS perceptions of well prepared. Results of the student teacher evaluation uncovered that STSs perceived that the EGE6 program was well preparing teachers for the classroom in the specific areas of *demonstrates professionalism* (72.78% selected advanced), *participates in a professional community* (67.71% selected advanced), *demonstrates professional growth and development* (66.91% selected advanced), *build and maintain a positive rapport with students* (62.92 % selected advanced), and *reflects on teaching* (62.01% advanced).

Four out of the five survey items in the first quartile of advanced are subsumed under the TPI of professional responsibilities. These findings contrast with the research on novice teachers that reports beginning teachers felt that they were underprepared by their EPPs for professional responsibilities (Capersen & Raaen, 2014; Chesley & Jordan, 2012). In an analysis of STS responses on the Danielson Framework for Professional Practice (i.e., student teacher final evaluation), Roegman et al. (2016) found that across three university EPPs, STSs perceived that student teachers were emerging (i.e., mean score of 2) in *demonstrates professionalism, participates in a professional community*, *demonstrates professional growth and development,* and *reflects on teaching*; whereas, CSU STSs perceived that the majority of student teachers (72.78% to 62.01%) were advanced in these areas with mean scores for these specific areas being above a 3 (i.e., competent).

In addition, the item of *creating an environment of respect and rapport* in the TPI of classroom environment was within the first quartile of well prepared. This is also in opposition to the research that has found that novice teachers often struggle with managing the classroom environment (Levine, 2006; Lunden, 2016). Levine (2006) reported that 56% of EPP faculty felt that EPPs very well or moderately well prepared teachers for managing the classroom environment; however, 96.6% of STS responded that the EGE6 EPP student teachers were advanced (62.92%) and competent (33.74%) *in creating an environment of respect and rapport*. In a comparison to Roegman et al.'s (2016) findings for this survey item, researchers reported that the mean score was a 2.74 (i.e., emerging); whereas, this study yielded a mean score of as 3.3 (i.e. competent) for this item.

Sub-finding 2b: The five TPI items with the highest frequency of not prepared at all or needs significant improvement. In an analysis of the survey items, Table 4.7 represents the survey items in the first septile in which principals and program graduates indicated the CSU EGE6 EPP did not sufficiently prepare pre-service teachers. Table 4.7 also includes items in the first quartile for the student teacher evaluation in the choices of needs significant improvement. It is noted that the lowest ranking for the instruments were either not prepared at all or needs significant improvement. Only 3 principal responses, 12 program graduate responses, and 26 STS responses across all survey items were made in the not sufficiently prepared or needs significant improvement selections. To provide a better perspective of the program's

areas of need as perceived by principals, program graduates, and STSs, responses from the not sufficiently prepared or emerging ranking were used instead.

Table 4.7

TPI Items with the Highest Percentage of Not Sufficiently Prepared or Emerging

Response Item with TPI	**Principal Survey: Frequency Percent for Items in First Septile (i.e. highest 5 items out of 35 items)**	**Program Graduate Survey: Frequency Percent for Items in First Septile (i.e. highest 5 items out of 34 items)**	**Student Teacher Evaluation: Frequency Percent for Items in First Quartile (i.e. highest 5 items out of 25 items)**
Effectively implement discipline management procedures/manages student behavior (TPI: classroom environment)	15.44%	*	11.44%
Differentiate instruction to meet the behavioral needs of students with disabilities (TPI: students with disabilities)	13.25%	39.13%	N/A
Differentiate instruction to meet the academic needs of students with disabilities (TPI: students with disabilities)	10.84%	34.78%	N/A
Communicate clear expectations for achievement and behavior that promote and encourage self-discipline and self-directed learning (TPI: classroom environment)	12.08%	*	N/A
Use the results of formative assessment data to guide instruction (TPI: instruction)	10.74%	*	N/A
Make appropriate decisions to meet the learning needs of students who have an IEP (TPI: students with disabilities)	*	47.83%	N/A
Develop and/or implement formal and informal assessments that track students' progress toward IEP goals and objectives (TPI: students with disabilities)	*	47.83%	N/A
Use available technology to collect, manage, and analyze data from multiple sources in order to interpret learning results for students (TPI: use of technology with data)	*	43.48%	N/A
Provide appropriate ways for students with disabilities to demonstrate their learning (TPI: students with disabilities)	*	39.13%	N/A
Collaborate with others, such as para-educators and other teachers, in meeting the academic, developmental, and behavioral needs of students with disabilities (TPI: students with disabilities)	*	39.13%	N/A
Model and teach the forms and functions of academic English in content areas (TPI: limited English proficient students)	*	39.13%	N/A

Table 4.7 (continued)

Response Item with TPI	Principal Survey: Frequency Percent for Items in First Septile (i.e. highest 5 items out of 35 items)	Program Graduate Survey: Frequency Percent for Items in First Septile (i.e. highest 5 items out of 34 items)	Student Teacher Evaluation: Frequency Percent for Items in First Quartile (i.e. highest 5 items out of 25 items)
Understand and adhere to the federal and state laws that govern special education services (TPI: students with disabilities)	*	34.78%	N/A
Provide technology-based classroom learning opportunities that allow students to interact with real-time and/or online content (TPI: technology integration)	*	34.78%	N/A
Use available technology to document student learning to determine when an intervention is necessary and appropriate? (TPI: use of technology with data)	*	34.78%	N/A
Engage and motivate students through learner-centered instruction (TPI: instruction)	*	30.43%	N/A
Demonstrates ability to design student assessments (TPI: instruction)	N/A	N/A	13.52%
Uses appropriate questioning and discussion techniques (TPI: instruction)	N/A	N/A	11.46%
Maintains accurate records (TPI: planning and preparation)	N/A	N/A	10.54%
Knowledge of content-related pedagogy (TPI: professional responsibilities)	N/A	N/A	10.53%

Note: N/A= not an item on the instrument; * = item was not within the highest frequency count for the instrument.

In analyzing the data, three survey items were shared across data sources. On the survey item of *effectively implement discipline management procedures/manages student behavior,* 15.44% of principals and 11.44% of STSs responded that EGE6 pre-service teachers were not sufficiently prepared or were emerging for this task. Principals and program graduates agreed that pre-service teachers were not sufficiently prepared on two items under the TPI of students with disabilities. These included *differentiate instruction to meet the behavioral needs of students with disabilities* (13.25% of principals and 39.13% program graduates) and *differentiate instruction to*

meet the academic needs of students with disabilities (10.84% of principals and 34.78% of program graduates). It is noted that the TPI of students with disabilities had the lowest mean score on the principal survey (3.26) and the second lowest mean score on the program graduate survey (2.62), further corroborating these items as ones in need of improvement.

Principal perceptions of not sufficiently prepared. Results of the principal survey revealed that a small percentage of principals perceived that the EGE6 program was not sufficiently preparing teachers for the classroom in the specific areas of *effectively implement discipline management procedures/manages student behavior* (15.44% selected not sufficiently prepared), *differentiate instruction to meet the behavioral needs of students with disabilities* (13.25% selected not sufficiently prepared), *differentiate instruction to meet the academic needs of students with disabilities* (10.84% selected not sufficiently prepared), *communicate clear expectations for achievement and behavior that promote and encourage self-discipline and self-directed learning* (12.08% selected not sufficiently prepared), and *use the results of formative assessment data to guide instruction* (10.74% selected not sufficiently prepared).

The low number of principals selecting not sufficiently prepared signifies that the majority of principals did not perceive these areas as ones of great need for the CSU EGE6 EPP in preparing pre-service teachers. More principals perceived that the CSU EGE6 EPP well prepared or sufficiently prepared teachers for these classroom responsibilities than did not sufficiently prepare them. For example, 84.56% of

principals responded that the CSU EGE6 EPP well prepared or sufficiently prepared pre-service teachers for *effectively implement discipline management procedures* while only 15.44% perceived CSU did not sufficiently prepare teachers.

The research literature reflects that principals perceive that EPPs could better prepare pre-service teachers for the same specific areas found in this study (Levine, 2006). However, there is a significant contrast between national data (Levine, 2006) and the results of this study. Levine's (2006) study reflects a higher percentage of principals reported that the EPP could better prepare the pre-service teachers. Table 4.8 illustrates the significant contrast between Levine's (2006) national research findings and this study's findings on principals' perceptions for survey items in the first septile of not sufficiently preparing teachers. Levine's study did not have the same semantic labels as the principal survey items; however, like concepts were measured.

Table 4.8

CSU EGE6 EPP Principal Survey First Septile Items of Not Sufficiently Prepared vs. National Principal Data

CSU EGE6 EPP Principal Survey Items Found in First Septile of Not Sufficiently Prepared	**CSU Results**	**National Results** (Levine, 2006)
Effectively implement discipline management procedures	15.44%	67%
Differentiate instruction to meet the behavioral needs of students with disabilities	13.25%	70%
Communicate clear expectations for achievement and behavior that promote and encourage self-discipline and self-directed learning	12.08%	not measured
Differentiate instruction to meet the academic needs of students with disabilities	10.84%	70%
Use the results of formative assessment data to guide instruction	10.74%	58%

A substantial higher percentage of principals in Levine's (2006) national study versus principals in this study believed that the EPP was not sufficiently preparing

teachers for the survey items within the first septile of not sufficiently prepared. For example, 70% of principals in the national study perceived that the EPP was not preparing the novice teacher to address of students with disabilities, while this study found that only 10.84% of principals perceived that the first-year teacher was not sufficiently prepared to *differentiate instruction to meet the academic needs of students with disabilities*. This contrast illustrates that while the CSU EGE6 certification program has areas in need of improvement, the number of principals who responded that the EPP did not sufficiently prepare pre-service teachers is low. This low percentage of principal responses on the items reported in the first septile of not sufficiently prepared should not raise cause for alarm, but rather reflects that the CSU EGE6 EPP is preparing pre-service teachers for these areas more than the EPP is not preparing them. However, this principal survey finding does provide faculty with information concerning specific areas with which a low percent of first-year teachers struggle.

Program graduate perceptions of not sufficiently prepared. Twelve survey items are contained within the first septile of not sufficiently prepared on the program graduate survey since several items had the same percentage scores. Almost half of the program graduates (i.e., 47.83%) responded that the CSU EGE6 EPP did not sufficiently prepare them to *make appropriate decisions to meet the learning needs of students with an IEP*. On the items of *develop and/or implement assessments that track students' progress toward IEP goals* and *use technology to collect, manage, and analyze data*, 43.84% of program graduates responded they were not sufficiently

prepared. Four items in the first septile had a 39.13% program graduate response rate. These included d*ifferentiate instruction to meet the behavioral needs of students with disabilities, provide appropriate ways for students with disabilities to demonstrate their learning, collaborate with others to meet the needs of students with disabilities,* and *model and teach academic English in content areas*. Three items had a 34.78% program graduate response rate (i.e., *differentiate instruction to meet the academic needs of students with disabilities, understand and adhere to laws that govern special education services, use available technology to document student learning to determine when an intervention is necessary and appropriate*, and *provide technology-based learning opportunities*). On the survey item of *engage and motivate students through learner-centered instruction*, 30.43% of program graduates responded that the CSU EGE6 EPP did not sufficiently prepare them for this task.

Eleven of the 12 survey items found in the first septile of not sufficiently prepared in the program graduate survey are contained within the TPIs with the four lowest mean scores. This further validates the results of the survey to reflect that program graduates feel that they were not sufficiently prepared to work with limited English proficient students (TPI mean score of 2.93), integrate technology (TPI mean score of 2.92), work with students with disabilities (TPI mean score of 2.62), and use technology with data (TPI mean score of 2.28).

Seven out the 12 survey items in the first septile for not sufficiently prepared were related to working with students with disabilities. The perceptions of program graduates from the CSU EGE6 program of not being sufficiently prepared to work with

students with disabilities by the EPP align with the national research (Burkman, 2012; Chesley & Jordan, 2012; Levine, 2006; U.S. Dept. of Ed., National Center for Education Statistics, SASS, 2012; Teach Plus, 2015). For example, a Teach Plus (2015) poll found that 55% of teachers wished that they had stronger training in teaching students in special education.

Three survey items in the first septile for not sufficiently prepared are related to technology and also reflect the research on perceptions of program graduates. The most recently published 2011-2012 SASS data (U.S. Dept. of Ed., National Center for Education Statistics, SASS, 2012) showed that 46.6% of novice teachers across the United States and 48.4% of Texas teachers did not feel prepared by the EPP to use data to inform instruction, and a Teach Plus (2015) revealed that 44% of teachers polled felt that if their EPP had provided more instruction on analyzing and using data, they would have been better prepared for the demands of the classroom. This national data are reflective of the results from this study that found that 43.48% of program graduates felt not sufficiently prepared to use data to interpret learning results for students and 34.48% felt underprepared to use technology to document student learning and determine when intervention was appropriate. Additionally, 34.78% of CSU program graduates reported that they did not feel sufficiently prepared by the EPP to provide technology-based classroom learning opportunities. This data are slightly less than what was reported by Levine (2006). Levine shared that 59% of program graduates felt not sufficiently prepared for integrating technology into their teaching.

STS perceptions of emerging. In an analysis of the items in the first quartile of emerging on the student teacher evaluation, it is noted that there was a low occurrence of this ranking as illustrated by the range of 10.53% to 13.53%. The low percentage of the emerging rating in the above areas contrasts with the literature on teacher educators on the preparation of pre-service teachers by the EPP. The highest item with the greatest frequency for emerging was in the area of *designing student assessment* with 13.52% of CSU student teachers ranked as emerging by STSs. The low percentage of CSU student teachers rated as emerging is contrasted by Taranto (2011) who found that assessment of students was a significant need of novice teachers. This finding is supported by the data of Levine (2006) who noted 40% of teacher educators perceived that new teachers were not well or moderately well prepared to implement student assessment techniques. In the area of CSU's student teachers' ability to *use appropriate discussion and questioning techniques*, 11.64% of student teachers were rated as emerging by STSs. The low percentage of CSU student teachers found emerging differs from the literature in which new teachers were reported to have difficulty with classroom discussions (Desimone, Hochberg, & McMaken, 2016; Stanulis, Little, & Wibbens, 2012). *Managing student behavior* had the third highest percentage for the rating of emerging with 11.44% of EGE6 student teachers being awarded this rating. Again, the low percentage of student teachers who had this rating clashes with research that purports a majority of new teachers struggle with managing student behavior (Chesley & Jordan, 2012; Teach Plus, 2015; U.S. Dept. of Ed., National Center for Education SASS, 2012). In the ability *to manage student records*,

10.54% of student teachers were found to be emerging by STSs. The fifth area with the highest percentage of emerging was *knowledge of content related pedagogy* with 10.53% of EGE6 student teachers rated as emerging. Levine (2006) reported that 31% of teacher educators perceived that new teachers were not well or moderately well prepared with mastery of their subject.

Finding 3: Overall Effectiveness of the CSU EGE6 EPP

This finding is broken into three sub-findings. The first sub-finding conveys the results of the principal and program graduate surveys concerning the overall evaluation of the CSU EGE6 EPP in readying pre-service teachers for the classroom. It is noted that the student teacher evaluation did not measure this area. The second sub-finding reports the results of the principal survey concerning principals' perceptions of the EGE6 program's ability to prepare pre-service teachers in the area of teacher effectiveness on student achievement. The program graduate survey and student teacher evaluation did not assess this area. The third sub-finding discusses the similar and dissimilar perceptions of principals, program graduates, and STSs across all instruments in regard to the overall effectiveness of the CSU EGE6 EPP.

Sub-finding 3a: Overall evaluation results for the CSU EGE6 EPP as reported by principals and program graduates. The overall evaluation of the EPP to ready pre-service teachers for the classroom was measured by one question on the principal survey and the program graduate survey. This question was not present on the student teacher evaluation. Principals and program graduates were asked to rate the overall evaluation of preparation of the CSU EGE6 program in preparing teachers for

the realities of the classroom. Rating selection choices included well prepared, sufficiently prepared, not sufficiently prepared, and not at all prepared. Table 4.9 illustrates the results on the domain of overall evaluation on the principal and program graduate surveys. Results are reported in mean scores and standard deviations. Table 4.10 displays the results of the two survey instruments in a frequency count in the form of percentage for each of the survey selection responses (e.g., well prepared, sufficiently prepared) in this domain.

Table 4.9

Principals' and Program Graduates' Overall Evaluation of the EPP by Mean and Standard Scores

Overall Evaluation			
Principal Survey		**Program Graduate Survey**	
M	**SD**	**M**	**SD**
3.37	0.61	3.26	0.45

Note: Likert-type scale: 4 = well prepared, 3 = sufficiently prepared, 2 = not sufficiently prepared, and 1 = not at all prepared.

Table 4.10

Principals' and Program Graduates' Overall Evaluation Percentages for Each Response Selection

Response Selection	Principal Survey	Program Graduate Survey
Well prepared	43.62%	26.09%
Sufficiently prepared	49.66%	73.91%
Not sufficiently prepared	6.71%	0.00%
Not prepared at all	0.00%	0.00%

Both principals and program graduates perceived that the CSU EGE6 EPP more than sufficiently readied pre-service teachers for the classroom with mean scores above a 3 (i.e., sufficiently prepared). This finding is substantiated by the high percentage of principals (i.e., 94.88%) and program graduates (i.e., 100%) who responded that the EGE6 program well prepared and sufficiently prepared pre-service teachers for the knowledge and skill required in the classroom.

These findings contrast with research on the preparation of teachers by EPPs. Levine (2006) found that 40% of principals perceived that EPPs very well and moderately well prepared teachers for the classroom compared to principals of CSU EGE6 teachers who perceived that 94.88% of teachers were well prepared and sufficiently prepared for the responsibilities of the classroom. In addition, Levine (2006) reported that 58% of program graduates felt well or moderately prepared while 100% of CSU EGE6 program graduates felt well prepared and sufficiently prepared for the classroom. The high percentage of CSU EGE6 program graduates feeling well prepared and sufficiently prepared also differs with a Teach Plus (2015) poll that reported 23% of teachers felt they were prepared for the classroom by their EPP. Levine (2006) discussed if percent data from his study were used to provide a numerical grade to EPPs in reference to the preparation of teachers for classroom responsibilities, EPPs in the United States would be given the grade of F by principals and program graduates as all percent scores for well prepared and sufficiently prepared were way below the threshold of 65%. Using a like school grading scale analogy, the CSU EGE6 program would be given an A as 93.29% of principals and 100% of

program graduates perceived the EPP was well preparing or sufficiently preparing pre-service teachers for the classroom.

Viable justification for the strength of the efficacy of the CSU EPP can be attributed to how well EGE6 teachers are prepared to establish a classroom environment while designing and implementing instruction. Rationales for these findings were discussed previously in the findings for the TPIs that measured the classroom responsibilities of teachers. In addition, the focused amount of field experience that is completed by EGE6 pre-service teachers may be another reason the data for the overall evaluation of the EPP reflected that principals and program graduates perceived that that the teacher preparation program more than sufficiently prepared pre-service teachers. CUS EGE6 pre-service teachers participate in three field base experiences prior to student teaching. Each field base experience is taken in conjunction with designated classes, assignments from the courses are integrated within the scope of each field base experience, and the faculty members teaching the designated courses oversee the experience. Thus, the field base experience bridges coursework into the authentic world of school, students, and teachers. Field base experiences are centered on working in an early childhood environment, working in an ESL environment, and in an elementary school environment. Research has shown that opportunities for field base experiences are not enough to impact pre-service teacher learning (Cochran-Smith et al., 2015). Field experience must also be connected to coursework and perceived relevant by the pre-service teachers in order to impact pre-service teacher learning (Capraro et al., 2010). The literature on teacher preparation

stresses the importance of quality field experiences (Darling-Hammond 2006b; DeMonte, 2016; Hollins & Crockett, 2012; NCATE, 2010). The curriculum in the CSU EGE6 adheres to the research on field experience by blending coursework so that it supports field experiences. Coursework taken in combination with field experiences is relevant to what pre-service teachers are learning and will eventually be doing. This offers a probable hypothesis for why principals and program graduates perceived the overall evaluation of the EPP as more than sufficiently preparing pre-service teachers for the classroom.

Sub-finding 3b: Teacher effectiveness and student achievement results for the CSU EGE6 EPP as reported by principals. Teacher effectiveness and student achievement was assessed with one question on the principal survey. Neither the program graduate survey nor the student teacher final evaluation contained this question. Principals were asked to rate the novice teacher's influence on student achievement. Principals were presented with 10 statement choices tied to a numeric value on continuum from 1 to 10. The statement weighted with the most value (i.e., 10) was "The teacher is exceptional, in the top 2% I've supervised" (TEA, 2014b, p. 7). That statement weighted with the least value (i.e., 1) was "The teacher is unacceptable" (TEA, 2014b, p. 7). A descriptive of each statement selection and numeric value is found in Table 4.11, as well as, the CSU EGE6 EPP principal survey frequency percent results for each statement choice on the item measuring teacher effectiveness and student achievement.

Table 4.11

Principal Survey Percent of Selection Choices for Teacher Effectiveness and Student Achievement Domain for the CSU EGE6 EPP

Numeric Score	Descriptive of Ranking Selection	CSU Results
10	The teacher is exceptional, in the top 2% I've supervised.	5.37%
9	The teacher is excellent, in the top 5% I've supervised.	18.12%
8	The teacher is very good.	32.89%
7	The teacher is good.	21.48%
6	The teacher is average.	10.07%
5	The teacher is below average, but will likely improve in time.	7.55%
4	The teacher is below average, and will need significant professional development to improve.	2.68%
3	The teacher is well below average.	1.34%
2	The teacher is poor.	0.00%
1	The teacher is unacceptable.	0.00%

Source. TEA (2014b, p. 7).

In a synthesis of the data, 77.85% of CSU EGE6 teachers were ranked by principals to be "good" or better on their ability to impact student achievement. This reflects that a high percentage of EGE6 teachers prepared by CSU had a positive impact on student achievement compared to 21.64% who were found to be below average, poor, or unacceptable. Therefore, it ws found that the CSU EGE6 EPP is able to prepare pre-service to make positive impacts on student achievement.

In a thorough search of the research, no comparison could be found concerning principals' perceptions of an EPP's ability to prepare pre-service teachers for impacting student achievement. This is supported by Baecher (2012) who discussed that research that examines principal perceptions concerning the quality of the EPP's preparation is limited. However, the research literature does reflect that that novice teachers struggle

with impacting student achievement (Brown, 2015). This research is in opposition to the finding of this study that reflected 77.85% of principals perceived novice teachers from the CSU EGE6 EPP were good or better than good in impacting student learning.

There are several probable hypotheses for why the majority (i.e., 77.85%) of CSU EGE6 novice teachers were perceived by principals as being good or better than good in impacting student learning. As discussed previously, the amount and quality of fieldwork taken alongside coursework is a possible contributing factor for why principals perceived the EGE6 program as more than sufficiently preparing pre-service teachers for the realities of the classroom. Thus, 94.88% of principals evaluated novice teachers from the CSU EGE6 EPP as well prepared or sufficiently prepared reflecting a measure of teacher quality. Student learning has been connected to teacher quality (Chetty et al., 2014a, 2014b; Gansle et al., 2014; Lesley et al., 2010; Rand Corporation, 2012). Two theoretical underpinnings connect student learning to teacher quality. The first is the perceptions of principals concerning a teacher's ability. Jacob and Lefgren (2008) reported principals' perceptions on how a teacher impacts student achievement is strongly correlated to actual student achievement. In the current study, the majority of principals (i.e., 77.85%) believed that novice teachers prepared by the CSU EGE6 EPP were "good" or better on their ability to impact student achievement. This evidence along with data from the principal survey found the EPP effectively prepared teachers for the responsibilities of the classroom demonstrates that CSU EGE6 program graduates are able to positively impact student learning.

The ability to demonstrate effective classroom management skills is the second theoretical underpinning linking student learning to an effective teacher (Hattie, 2009; Marzano, 2011; Schumacher, Grisby, & Vesey, 2015). Schumacher et al. (2015) surveyed 600 teachers to determine which factors most determined teacher effectiveness. They linked the topics of effectiveness to the teachers' students' scores on achievement tests. Those teachers who positively impacted student achievement listed classroom management as an important factor. Hattie's (2009) meta-analysis of over 800 studies concluded that classroom management was the sixth most important effect for impacting a student's academic success. As evidenced by the study, CSU EGE6 teachers were found to have strong classroom environment/management; thus, readying teachers for impacting student learning.

Overall Effectiveness of the CSU EGE6 EPP: Similar and Dissimilar Perceptions of Principals, Program Graduates, and STSs. An examination of the results from each data source, yielded patterns of similar and dissimilar perceptions across the three participant groups. Figure 4.2 depicts a triple Venn diagram that compares and contrasts principal, program graduate, and STS perceptions in regard to the CSU EGE6 EPP's ability in preparing pre-service teachers for the knowledge and skills needed in the classroom. In analyzing similar and dissimilar perceptions across the participant groups, it is noted that the principal survey and program graduate survey were comparable measurement instruments and shared all but one question and TPI (i.e., teacher effectiveness and student achievement). The student teacher final evaluation shared two TPIs found on the principal and program graduate surveys (i.e.,

classroom environment and instruction); however, not all survey questions contained within those TPIs were conceptually alike to the other two surveys. In addition, the student teacher final evaluation contained two TPIs not found in the principal and program graduate surveys (i.e., professional responsibilities and planning and preparation).

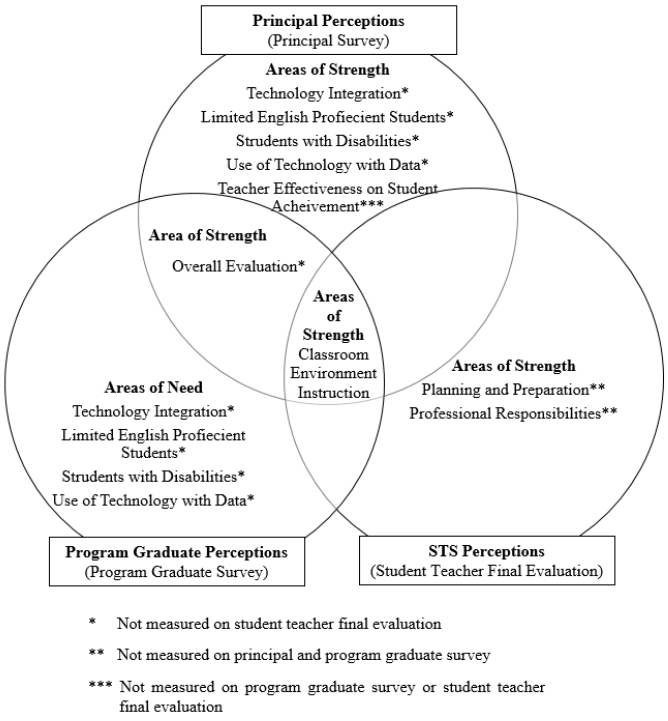

Figure 4.2. Triple Venn Diagram Comparing and Contrasting Principal, Program Graduates, and STS Perceptions of the Efficacy of the CSU EGE6 EPP in Readying Pre-Service Teachers for the Knowledge and Skills Needed in the Classroom.

Similar perceptions. In analyzing similar perceptions of the participants in this study, two comparisons can be made. The first includes the shared perceptions of all three participant groups as demonstrated by the findings. The second consists of shared perceptions between principals and program graduates. Principals, program graduates,

and STSs all perceived that the CSU EGE6 EPP was effective in preparing pre-service teachers in classroom environment and in instruction knowledge and skills needed for the classroom. This is supported by the data that reflected mean scores that were above a 3 (i.e., sufficiently prepared) for these TPIs. The TPIs of instruction and classroom environment as strengths of the CSU EGE6 program in readying pre-service teachers for the classroom contrasts with the research on EPP teacher preparation. While the EGE6 program has been found to more than sufficiently prepare teachers for these areas, research reflects that principals, program graduates, and STSs often feel that the EPP did not sufficiently equip pre-service teachers for these TPIs (Chesley & Jordan, 2012; Levine, 2006; Lunden, 2016; Swain & Lewis, 2016; Teach Plus, 2015; U.S. Dept. of Ed., National Center for Education SASS, 2012). As theorized earlier, classroom environment is an area of efficacy for the CSU EGE6 EPP because pre-service teachers must complete a classroom management course in conjunction with a field experience. This combination has been linked to teacher effectiveness with managing the classroom environment (Christofferson & Sullivan, 2015; Monroe et al., 2010). Instruction as a strength could be the result of the design of courses taken by pre-service teachers. Required courses infuse both content and pedagogy through the scope and sequence of the curriculum. This PCK framework has proven to positively impact a novice teacher's ability to deliver instruction (Ayers, 2016; Gastaldo et al., 2016; Park & Chen, 2012).

In addition, principals and program graduates shared a similar perception of the overall ability of the EGE6 program. It is noted that student teacher final evaluation did

not contain an item related to overall evaluation so no comparison could be made with this data source. Both principals and program graduates believed that the program more than sufficiently prepared the pre-service teacher for the knowledge and skills needed in the classroom. The data reflect that 94.88% of principals and 100% of program graduates responded that the CSU EGE6 EPP well prepared or sufficiently prepared the pre-service teacher. This finding is in opposition to national principal and program graduate surveys that have found that participants often perceive that the EPP did not adequately prepare the teacher for the realities of the classroom (Levine, 2006; Teach Plus, 2015). Research reflects that quality and purposefully focused fieldwork taken alongside courses that integrate field experience prepares pre-service teachers for the knowledge and skills needed in the classroom (Capraro et al., 2010; Darling-Hammond, 2006b; DeMonte, 2016; Hollins & Crockett, 2012; NCATE, 2010). The EGE6 program at CSU incorporates three field experiences that are blocked with specified courses so that experience, discussion, learning, and assignments support the field experiences.

Dissimilar perceptions. Principals and program graduates perceived differently the effectiveness of the CSU EGE6 EPP's ability to ready teachers for the classroom in four out of the seven similarly measured TPIs. It is noted that the student teacher final evaluation did not contain these TPIs, so no comparisons could be drawn concerning the perceptions of STSs. Principals felt that the EPP more than sufficiently prepared pre-service teachers to work with students with disabilities, work with students with limited English proficiency, use technology with data, and integrate technology into

teaching as reflected by mean scores that were above a 3 (i.e., sufficiently prepared). However, program graduates perceived that the CSU EGE6 teacher certification program did not prepare them for these tasks as mean scores in these TPIs were below a 3.

In hypothesizing probable explanations for the discrepancy between principals' and program graduates' dissimilar perceptions, three rationales offer some insight. One possible reason for the difference between principal and program graduate perceptions on the EPP's ability to prepare teachers for the classroom may be in the amount of time principals spend in classrooms. Grisson, Loeb, and Mitani (2015) found that 9.91% of a principal's day is spent in classroom; whereas, Glickman et al. (2014) reported that the teacher spends the majority of the day in the classroom. The difference in the amount of time spent in the classroom could be one contributing factor to the dissimilar perceptions of principals and program graduates. Program graduates are constantly immersed with the areas that they found the CSU EGE6 EPP was in need of better preparing the pre-service teacher; whereas, principals may have only a vague idea of a teacher's ability since they spend a minimal amount of time in classrooms (Grisson et al., 2015).

Second, the limited amount or absence of coursework taken in the EGE6 program at CSU may contribute to the program graduates' perceptions of not being sufficiently prepared for working with students with disabilities, integrating technology, and use of data with technology. Pre-service teachers are only required to take one special education course; however, as classroom teachers, they will be

responsible for teaching five or more students with special needs within their classrooms (Goldstein et al., 2013). Taking one three-hour course does not provide pre-service teachers with a solid foundation for instructing students with special needs (Goldstein et al., 2013). In addition, the program does not provide pre-service teachers with courses specifically dedicated to using technology. Rather, instructors within the program are expected to weave in technology knowledge and skills into courses. Without further data, it is not known to what extent and to what quality instructors are doing this. However, research has demonstrated that combining technology knowledge with content and pedagogical knowledge during teacher preparation impacts the teacher's ability to effectively use technology in the classroom (Agyei & Voogt; 2016; Banas & York; 2014; Muilenburg & Berge, 2015; Thomas et al., 2013).

Finally, in evaluating teacher performance, Weisberg, Sexton, Mulhern, and Keeling (2009) have found that the majority of teachers evaluated by school administrators are found to be satisfactory even if they are better or worse than satisfactory in their job performance. In addition, novice teachers are often seen as being on the same level as experienced teachers. Weisburg et al. (2009) coined the phenomena of assigning the same rating of teacher performance as satisfactory as the Widget Effect (Weisberg et al., 2009, p. 32). Kraft and Gilmour (2017) further explored the Widget Effect finding that school administrators often rate teachers who they perceive as ineffective as effective on state teacher performance assessments. They queried principals about why ineffective teachers were not rated as unsatisfactory on statewide teacher performance assessments. Reasons included not having the time

to work with teachers who were found unsatisfactory, principals feeling uncomfortable in explaining to a teacher that he/she was found to be unsatisfactory, and the challenge of having to replace teachers. In addition, the practice of rating teachers based on their potential, especially first-year teachers, was found as a reason for inflating state teacher performance assessment scores. This last reason may be a contributing factor as to why principals in this study rated novice teachers as sufficiently prepared in regard to working with students with disabilities, students with limited English proficiency, integrating technology, and using technology with data. Principals may have been rating a novice teacher from the EGE6 EPP at CSU based on his/her potential rather than current ability.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Research Overview

The quality of teacher preparation in the United States is steeped in a national debate. There has been a litany of different voices proposing specific ways of improving teacher preparation (Imig et al., 2011; Ronfeldt & Campbell, 2016). However, all sources agree that the ultimate goal is improving EPPs so that pre-service teachers are effectively prepared to positively impact the learning of P-12 students in the 21st century (Cuthrell et al., 2014; Donovan et al., 2014; Schaffer, 2014).

Gansle et al. (2014) specified since the responsibility of preparing teachers falls to the educator preparation program (EPP), then the quality of these programs can be observed in the performance of the teachers they prepare. The key issue illustrated is teacher performance and how performance can be linked back to the EPP that readied the teacher for the classroom. This is a shift in thinking as historically, most EPPs have been held accountable for the quality of teacher preparation based on state licensing examination scores (Crowe, 2010). The move to improve educator preparation away from input measures to outcome-based measures has refocused the objective of preparing teachers from how they are readied to how well an EPP readies a teacher to impact student learning (Aldeman & Mitchel, 2016).

Ludlow et al. (2010) cautioned that instead of being disgruntled about the call for more rigorous outcome-based measures, EPPs can use these along with measures

that are tailored to their preparation program to conduct a program evaluation to assess their EPP's effectiveness in preparing teachers. This program evaluation study demonstrated the intersection of external accountability measures with internal accountability measures in order to determine the efficacy of the Central State University (CSU) early childhood through sixth grade English as a second language/generalist (EGE6) EPP.

Summary of Findings

The overarching research question guiding the study answered the following:

> In response to the national call for more rigorous accountability that measures the impact of educator preparation programs on readying teachers for the classroom and through the use of program evaluation, what are the perceptions of principals, program graduates, and student teaching supervisors concerning the efficacy of Central State University's early childhood through sixth grade English as a second language/generalist educator preparation certification program in regard to preparing pre-service teachers for the knowledge and skills needed in the classroom?

In a synthesis of the findings from the principal survey, program graduate survey, and student teacher evaluation, three areas of effectiveness emerged (i.e., classroom environment, instruction, overall effectiveness), and three areas in need of strengthening surfaced (i.e., students with disabilities, students with English as a second language, technology). In regard to pre-service teacher preparation, Table 5.1 summarizes areas that participants perceived that the CSU EGE6 EPP was effective and areas found to be in need of improvement.

Table 5.1

Summary of Findings by Participant for Areas of Effectiveness and Areas in Need of Improvement

Area Measured	Participant/s who Found Area Effective	Participant/s who Found Area Needs Improvement	Area Not Measured for Participant/s
Classroom Environment	Principals Program Graduates STSs		
Instruction	Principals Program Graduates STSs		
Students with Disabilities	Principals	Program Graduates	STSs
Limited English Proficient Students	Principals	Program Graduates	STSs
Technology	Principals	Program Graduates	STSs
Overall Evaluation	Principals Program Graduates		STSs
Teacher Effectiveness on Student Achievement	Principals		Program Graduates STSs

Areas of Effectiveness

Classroom environment. While other studies have shown classroom environment as an area of difficulty for novice teachers (Chesley & Jordan. 2012; Freeman et al., 2014; Levine, 2006; Lunden, 2016; Teach Plus, 2015; U.S. Dept. of Ed., National Center for Education SASS, 2012), classroom environment was found as an area of effectiveness A probable contributing factor to this contrast is CSU EGE6 pre-service teachers take a course dedicated to classroom management in tandem with

a field experience. Christofferson and Sullivan (2015) found that pre-service teachers who took a classroom management course in conjunction with fieldwork felt more prepared to manage the classroom environment.

Instruction. The strength of the CSU EGE6 EPP in preparing novice teachers to deliver instruction in the classroom stands in opposition to other research findings that reflect that principals, teachers, and other EPP stakeholders do not perceive novice teachers as sufficiently prepared (Chesley & Jordan, 2012; Freiberg, 2002; Levine, 2006; Teach Plus, 2015). One hypothesis for this finding is that the curriculum at CSU infuses a balance of subject content with pedagogical practices. This framework of pedagogical content knowledge impacts pre-service teachers' ability to design and implement instruction in positive ways (Ayers, 2016; Gastaldo et al., 2016; Park & Chen, 2012).

Overall effectiveness. Levine (2006) stated that if EPPs were to be given a school grade for overall effectiveness in teacher preparation that they would receive an F. This finding stands in stark contrast to this study, which would assign a grade of A to the overall effectiveness of the CSU EGE6 EPP in readying teachers for the classroom as 93% of principals and a 100% of program graduates perceived that CSU prepared teachers for the classroom. The focused amount of field experience that is completed by EGE6 pre-service teachers may one reason for the overall effectiveness. Field experience connected to coursework and perceived relevant by pre-service teachers influences learning (Capraro et al., 2010).

Areas in Need of Strengthening

The voice of program graduates was the strongest in regard to areas that need to be strengthened in the CSU EGE6 EPP. Program graduates perceived that they were not sufficiently prepared to work in the classroom with students with disabilities, with limited English proficiency students, and use technology effectively. Although it is noted that principals did not share these perceptions and found that novice teachers were more than sufficiently prepared in these areas.

Students with disabilities. Program graduates' perceptions of preparation by the EPP to work in classrooms with students with disabilities aligns with the research that finds this area in need of strengthening during teacher preparation training (Burkman, 2012; Chesley & Jordan 2012; Levine, 2006; Teach Plus, 2015; Taranto, 2011). In the 125 course hours required by the program, only one three-hour course is required in the study of special education. Goldstein et al. (2013) discussed regular education teachers are expected to have five or more students labeled as special education, and one course dedicated to special education cannot prepare them for this responsibility.

Students with limited English proficiency. Program graduates reported feeling that they were not sufficiently prepared to work with students with limited English proficiency. This finding of feeling unprepared to work with limited English proficiency students is mirrored in the research (Faez & Valeo, 2012; Polat, 2010; Teach Plus, 2015; Téllez & Mosqueda, 2015). A hypothesis for this area of perceived need is not an obvious one and needs to be studied further.

Technology. In an interview of Deans of Education, Dean Grossman from the University of Pennsylvania noted that "Many teacher education programs are lagging behind K-12 classrooms, both in their use of technology to prepare teachers and in their commitment to preparing teachers to use the technologies that are becoming ubiquitous in schools" (Arbaugh, Ball, Grossman, Heller, & Monk, 2015, p. 443). The perceptions of program graduates echo Grossman's words as they felt the EPP did not sufficiently prepare them to integrate technology and use it for data analysis. Out of the required 125 course hours, CSU EGE6 pre-service teachers are not required to enroll in one class that is specifically dedicated to technology. Studies have shown that combining technology knowledge, content knowledge and pedagogical knowledge in teacher preparation increases technology usage of the classroom teacher (Agyei & Voogt; 2016; Banas & York; 2014; Muilenburg & Berge, 2015; Thomas et al., 2013).

Practical Implications

The findings from this study reveal two levels of practical implications. The first level includes those implications that affect the program graduates after completing the EGE6 preparation at CSU and the reputation of the EGE6 program's ability to ready pre-service teachers for the realities of the classroom. The second level revolves around an implication that has a direct impact on the EGE6 EPP at CSU.

Implications for Program Graduates and Reputation of CSU

Findings of this study indicate that the CSU EGE6 EPP does influence future implications for program graduates once they begin teaching in the classroom. These include hirability, impact on P-6 student learning, and teacher retention. Additionally,

these implications become associated with the reputation of the CSU EGE6 EPP in readying teachers for the classroom.

Hirability. Principal perceptions of a teacher's ability to be readied for the responsibilities of a classroom is a factor that impacts who they hire (Ziebarth-Bovill, Kritzer, & Bovill, 2012). Abernathy Forsyth, and Mitchell (2001) exemplify the research on principal hiring preferences They ranked the top 10 factors principals consider when hiring. Included were classroom management, the ability to work with diverse learners, possessing a variety of teaching strategies, and the use of technology. Additionally, the importance of classroom management is a reoccurring theme in the literature on principal hiring practices (Abernathy et al., 2001; Bigham et al., 2014; Engel, 2013). Based on the principal survey results, principals would find strong evidence for hiring a teacher prepared by the CSU EGE6 certification program as program graduates were found to have strong classroom management skills, skills in instruction, and skills in the ability to integrate technology into instruction.

Impact on student learning. Research has shown that principals' perceptions of a teacher's ability to impact student achievement have a high correlation to a student's actual achievement (Jacob & Lefgren, 2008). As evidenced by the study, 77.85% of principals perceived that teachers prepared by the CSU EGE6 EPP were able to positively impact student achievement. Thus, research indicates that teachers readied by the EPP will have a positive impact on student learning. In addition, Hattie's (2009) meta-analysis of over 800 studies concluded that classroom management was the sixth most important effect for impacting a student's academic

success. CSU EGE6 teachers were found to have a strong classroom environment/management, thus readying teachers for impacting student learning.

Retention in the school setting. A large percentage of teachers who leave the field are those who have taught for five years or less (Harfitt, 2015; Ingersoll, Merrill, & Stuckey, 2014). Perda (2013) in a study using a 10-year span of national data, found that 43% of teachers who have taught for five years or less left the field. Novice teacher retention and attrition have been associated with teacher preparation (Darling-Hammond, 2010; Ingersoll & Kralik, 2004; Ingersoll, Merrill, & May, 2012; Marable & Raimondi, 2007; Reen & Muñoz, 2016). Reen & Muñoz (2016) reported one of the top predictors of job satisfaction was the belief teachers felt prepared by their EPP to teach. Additionally, teachers who felt prepared and competent with classroom management were more likely to be retained in the classroom (Caples & McNeese, 2010; Marable & Raimondi, 2007). In light of this research base and the results of this study, CSU EGE6 program graduates entering the classroom should have strong retention. This parallel is drawn because principal program graduates and STSs perceived that the EPP more than sufficiently prepared teachers for the classroom, especially in the area of classroom management.

Implications That Directly Impact the CSU EGE6 EPP

This study contributes to the certification program's state of preparedness for federal EPP accountability and/or initiatives, which is a direct practical implication for the CSU EGE6 EPP. The recent effort in the reauthorization of the Higher Education Act illustrates the current national discussion centered on holding EPPs accountable for

their program graduates' ability as teachers to impact student learning. The proposed outcome-based accountability measures included linking teacher retention rates, employer satisfaction, program graduate satisfaction, and student learning outcomes (i.e., how well EPP graduates impact student learning through state achievement test scores) back to the EPPs that trained the teacher (U.S. Dept. of Ed., 2016a). While these proposed measures were rescinded by Congress on March 27, 2017 (Koolbeck, 2017), this study provides the CSU EGE6 faculty and leadership with a snapshot of how the EPP may perform in the areas of employer and program graduate satisfaction as these were encompassed in the scope of this research. Thus, this study in both the gathering of the data and in the analysis of the data directly provides a foundation of preparation for these externally driven accountability measures that will more than likely come into fruition at a national legislative level.

Theoretical Implications

Three theoretical implications emerge from this ROS. First, the study contributes and adds to the current body of knowledge on EPP evaluation. Second, it provides a model of self-study for other EPPs wanting to intersect external and internal measurements in order to determine the effectiveness of their teacher preparation program. Third, it demonstrates how EPPs can better prepare for potential federal legislation that may require compliance with outcome-based measures reflecting how well the EPP prepared pre-service teachers with the knowledge and skills needed to impact student learning.

Body of Knowledge on EPP Evaluation

Cochran-Smith et al. (2015) reviewed the current landscape of educational research with emphasis to teacher preparation. While there is a substantial body of knowledge on teacher education, they called for more research in the area of teacher preparation. This self-study contributes to body of research on teacher preparation. While literature is saturated with calls for improving the preparation of teachers, there is a limited body of studies that evaluate an EPP's ability to ready teachers for the classroom (Darling-Hammond, 2006b; Meadows & Theodore, 2012). In regard to methodology, there has been a need for research that utilizes multiple data sources to analyze an EPP's efficacy (Donovan et al., 2014; Gansle et al., 2014; Plecki et al., 2012; Sandoval-Lucero et al., 2011). Finally, principal and program graduate voices have been lacking in regard to how well an EPP prepared teachers for the responsibilities of the classroom (Baecher, 2012; Hökkä & Eteläpelto, 2014) This study contributes to the field because it subsumes these current areas of need: (a) research on EPPs, (b) research that uses multiple data sources, and (c) research that utilizes the perceptions of principals and program graduates concerning quality of teacher preparation by the EPP.

Model of Self-Study

The current discourse on the need for EPP improvement helps to motivate EPPs to conduct a self-study of its teacher preparation program or programs (Lauer et al., 2005; Meadows & Theodore, 2012). Self-study can be done under the framework of program evaluation (Samaras, Frank, Williams, Christopher, & Rodick, 2016).

Fitzpatrick et al. (2011) wrote that program evaluation contributes to the health of an organization. When stakeholders initiate and partake in the program evaluation, the results are more likely to provide a catalyst of change and improvement (Fitzpatrick et al., 2011). In addition, the socio-political landscape surrounding how well teachers are prepared by EPPs provides incentive for self-study. EPPs can negotiate a self-study by combining the mandated external accountability measurements and internal accountability measurements that stakeholders deem vital (Cuthrell et al., 2014; Ludlow et al., 2010). It is within this context that EPPs have begun to assess their own programs (Baecher, 2012; Cuthrell et al., 2014; Ludlow et al., 2010; Schaffer, 2014). This study demonstrates one EPP's ability to examine its self-efficacy in preparing pre-service teachers for the classroom and can serve as a model for other EPPs.

Potential Federal Legislation

While proposed HEA revisions were rescinded on March 27, 2017 (Koolbeck, 2017), they signal the direction of future federal legislation in regard to EPP regulation. The proposed regulations went beyond EPPs demonstrating effectiveness of teacher preparation based on state licensing examination scores (Crowe, 2010). Instead the mandates would have required EPPs to evidence competency in preparing teachers based on measures of teacher performance and student achievement. Thus, in the future, EPPs could be evaluated based on how pre-service teachers perform after leaving an EPP. Potential legislation could incorporate some or all of the HEA proposed measures such as principal satisfaction, teacher satisfaction, retention, and linking teachers' student achievement scores back to the EPP that trained him or her.

This study incorporated some of the potential legislative mandates that could force EPPs to look beyond the four walls of their training program into the walls of a classroom. Principal and teacher (i.e., program graduate) perceptions concerning the efficacy of the EPP to prepare teachers for the classroom were examined, thus evidencing CSU's ability to meet potential federal EPP accountability legislation mandates, while also serving as a model for other EPPs that want to determine how they may perform regarding future possible requirements.

Recommendations for Improvement

Recommendations for improvement are made on two levels. The first level is directed toward improvements that can be made within the CSU EGE6 EPP. The second level is focused on how the Texas Education Agency can improve the current survey instruments used with principals and teacher candidates.

Recommendations of Improvement for the CSU EGE6 EPP

Program evaluation is the practice of constructing knowledge about the value of a program prompting program improvement that is applicable and useful (Shaddish, 1994). In this way, program evaluation is a multistep process. It begins with the gathering of data that stakeholders perceive as important. In the case of this study, data concerning how well the CSU EGE6 EPP prepared pre-service teachers for the classroom were harvested, analyzed, and interpreted. However, this is only a small step. The next step concerns sharing the findings of this study with CSU EGE6 EPP stakeholders with the objective that stakeholders will use the data to make knowledgeable decisions concerning program improvement. To provide a starting

point for stakeholders, two recommendations are made for strengthening the efficacy of the program. These include facilitating professional development with faculty targeted at looking at this study's findings and strengthening areas that were found to be in need of improvement.

Professional Development

One avenue for improving the efficacy of the CSU EGE6 certification program is for faculty to unite and collaborate on professional development (PD). Onsman (2011) noted that it is the obligation of the higher education institution to ensure that PD is infused within a program so that educational practices are steeped in tangible evidence, and faculty are constantly evaluating those practices. One way to design PD is to anchor its problems of practice (Darling-Hammond & Richardson, 2009). Currently, this study encapsulates a problem of practice (i.e., the efficacy of teacher preparation) that is authentic to the stakeholders (e.g., faculty and leadership). Fitzpatrick et al. (2011) stressed that stakeholders must be involved in making changes to policy and practice. It is predicted that in order to positively impact the efficacy of the EGE6 program, that stakeholders must have an invested and inherit desire to participate in PD that strengthens the program.

Strengthening Specific Areas of Need

Preparing pre-service teachers to work with students with disabilities, students with limited English proficiency, and using technology were three areas that were found to be in need of improvement. It is noted that local CSU EGE6 stakeholders will need to take ownership of these needs and design PD that aids them in effecting

positive change to strengthen these areas. However, recommendations are provided as a springboard for stakeholders in conceptualizing ways of making change.

Students with disabilities. The scope of the EGE6 program only contains one three-hour course in special education. One class in special education is not enough to prepare pre-service teachers for the potential five or more students with disabilities in their classrooms (Goldstein et al., 2013). The EGE6 EPP at CSU is restricted by the state legislature concerning the amount of course hours pre-service teachers can take. At this point, the maximum amount of 125 course hours is woven into the scope and sequence of pre-service teachers' institutional experience. Therefore, another course in special education would not be viable.

However, faculty need to ensure that pre-service teachers are being exposed to working with students who have special needs. Three recommendations are made. First, the elementary field experience requires pre-service teachers to tutor a student throughout the semester. This assignment could be slightly altered to ensure that pre-service teachers are working one-on-one with a student who has a learning difference. Second, faculty who teach in the special education program and faculty who teach other courses in the curriculum and instruction department should analyze course content to ensure that special education methodologies are woven explicitly in the courses and assignments across the scope and sequence of preparation (Bastian et al., 2016; Cuthrell et al., 2014; Dykes, Gilliam, Neel, & Everling, 2012; Kilpatrick et al., 2006; Schaffer, 2014). Finally, a capstone project that integrates the demonstration of differentiating instruction for special education students could be added into student

teaching. This would be a performance-based assessment in which student teachers collect artifacts such as lesson plans, lesson observations/videos, and/or student assessment data used to design instruction (Peck, Singer-Gabella, Sloan, & Lin, 2014). Research has reported that performance-based assessments used during the student teaching experience provide pre-service teachers with better understanding of how preparation and teaching merge, allowing for the opportunity to grow as a teacher (Darling-Hammond & Hyler, 2013; Lin, 2015; Peck et al., 2014). In addition, it provides EPP faculty with a deeper and richer picture of pre-service teachers' readiness for the demands of the classroom (Paine, Beal-Alvarez, & Scheetz, 2016; Pecheone & Whittaker, 2016; Peck et al., 2014).

Limited English proficient students. Novice teachers perceived that the EGE6 program was not sufficiently preparing them to work with limited English proficient students. The rationale behind this perception needs further exploration as students take two ESL courses in conjunction with field experience targeted toward limited English proficiency students. In addition, state ESL standards are woven through all curriculum and instruction courses. This ROS provides data for faculty to use in order to springboard a more in-depth program evaluation study of this area. Ludlow et al. (2010) noted faculty are motivated to implement program changes if they are part of crafting how to study the area and are included in the data collection process. In addition to further investigation of program graduates' perceptions of not being sufficiently prepared in this area, five other recommendations are made.

1. Faculty should consider if taking the only two ESL courses in the same semester is a viable practice. Would it be more beneficial to take the courses during different semesters so that course content and methodologies can build on one another?
2. The qualifications and competence of faculty teaching non-ESL classes need to be explored as faculty are expected to weave ESL standards into courses. Dykes et al. (2012) found that faculty at their Texas universities were not confident in their abilities to integrate ESL standards. In response, the faculty shared a course with one faculty member focusing on the ESL standards and the other faculty focusing on the non-ESL standards ensuring that pre-service teachers received instruction from faculty competent in these standards. If course sharing is not a viable solution, the EPP needs to support existing faculty in feeling and being competent in the teaching of ELL state standards connected to this population with courses they are assigned, and/or faculty need to be more strategically placed and hired to teach courses so that they are knowledgeable in standards assigned to courses.
3. An inquiry into the ESL standards needs to be further explored. Cox et al. (2017) noted that while many EPPs include a multicultural education, the depth and breadth spent on this content is insufficient in its exposure in laying a firm foundation for the theory and practices needed to implement culturally responsive teaching.

4. While pre-service teachers are required to complete fieldwork in one ESL setting, how could more ESL settings be integrated into other required fieldwork and student teaching? Ronfeldt et al. (2014) showed EPPs that incorporate additional teacher preparation in schools that are hard to staff (e.g., those with large ESL populations) benefit the pre-service teachers who one day may teach in these settings. Goodwin, Roegman, and Reagan (2016) called for clinically rich fieldwork. This type of fieldwork immerses pre-service teachers into classrooms that mirror the types of diverse classrooms in which they will one day teach.
5. As discussed in the recommendations for students with disabilities, faculty may want to consider how to implement a capstone performance-based assessment during student teaching that integrates a collection of artifacts focused on working with limited English proficient students.

Technology. While at CSU, EGE6 pre-service teachers are not required to take a course specifically designated toward technology. As discussed in students with disabilities, adding a dedicated technology course is not a solution as the EGE6 program has reached the maximum number of coursework hours as outlined by the state. Thus, three recommendations are made in the area of technology.

1. First, the technology standards outlined by the state should be aligned by faculty to each course. Currently, the state technology standards are not assigned to specific courses.

2. Non-negotiable assignments that require pre-service teachers to both integrate technology into instruction and use technology for analyzing student learning must be designed, designated to courses, and implemented.
3. PD in technology areas needs to be offered to faculty. This professional development should specifically focus on how to combine technology knowledge with content and pedagogical knowledge forming the basis for technological pedagogical content knowledge (TPACK). Wallace and Georgina (2014) wrote that TPACK is a model "used by teachers, instructional designers, and instructors to facilitate the determination of learning strategies which align and integrate technologies with content-based objectives" (p. 166). This model has been proven to be an effective instructional tool for increasing technology in the classroom (Agyei & Voogt; 2016; Banas & York; 2014; Muilenburg & Berge, 2015; Thomas et al., 2013).

Improvement Recommendations for TEA

The TEA administers two surveys to measure the effectiveness of EPPs. One instrument focuses on the perceptions of principals in regard to how well an EPP prepared the first-year teacher. This instrument is referred to as The Principal Survey: Teacher Preparation Effectiveness Survey for First-Year Teachers (principal survey). The second instrument is administered to teacher candidates directly after sitting for a state certification test. The purpose of this instrument is to ascertain teacher candidates' perceptions of their EPP's ability to prepare them for the classroom; however, this

instrument is completed before the teacher candidate begins teaching in a classroom. This instrument is referred to as the Educator Preparation Program Candidate Exit Survey (candidate survey). The candidate survey was used for this study and administered to program graduates after they began teaching in the classroom. It is noted that the principal survey and candidate survey share similar domains and like survey prompts.

Principal survey. Two recommendations are made concerning the principal survey. First, in order to better analyze the results of the survey, it is recommended that the TEA have principals report demographic information and years of experience. Currently, the instrument does not solicit personal demographics of principals completing the survey nor the demographics of the school where he/she lead. In addition, the principal does not report the years of experience he/she has been an administrator. Having this type of information would allow data to be disaggregated to build a holistic picture of the principals completing the survey. In addition, disaggregated data could compare principal responses based on experience and/or demographics to uncover patterns of responses that may serve as significant.

Second, the survey does not contain questions that incorporate the EPP's ability to prepare pre-service teachers for the knowledge and skills necessary to serve the diverse student population of Texas. While the instrument does solicit information specific to limited English proficient students, it does not solicit how well pre-service teachers are prepared to instruct students of diversity who may not have limited English proficiency. Therefore, the instrument does not measure how well an EPP

prepares the pre-service teacher to instruct a significant portion of the Texas student population. TEA (2017) reported that 59% of students are from economically disadvantaged families, 12.6% of students are African American and 52.4% are Hispanic. It is recommended that a domain that encompasses how well the pre-service teachers are prepared to implement culturally responsive teaching techniques be added. Nieto and Irizarry (2012) defined cultural responsiveness as "effective instructional implementation of multicultural education, building on students' cultures to promote their academic achievement" (p.19). Delpit (2006) stressed that teachers must be taught how to work with diverse populations of students by explicitly being prepared to implement culturally responsive teaching techniques. In addition, by not including a culturally responsive domain, the TEA principal survey does not reflect the national standards outlined by the Interstate Teacher Assessment and Support Consortium (InTASC). InTASC is an organization dedicated to improving teacher preparation, licensing, and the professional development of in-service teachers (Council of Chief State School Officers, 2015).

Candidate survey. Two recommendations are made to TEA in regard to the candidate survey. The first centers on providing TEA and EPPs with a more valid picture of how well the EPP prepared the pre-service teacher. When the candidate survey is administered, candidates have not yet begun their careers teaching in classrooms. Therefore, the candidate at the current time of administration does not have an accurate picture if the EPP prepared him/her for the knowledge and skills contained within the realities of the classroom. Administering the survey after a teacher's first

year of teaching would provide a more valid picture of the EPP's ability to ready pre-service teachers for the classroom. This practice would also echo the outcome-based measures of teacher satisfaction that has the potential to be mandated in national legislation as exemplified in the most current HEA mandates. This survey should also include teacher and school demographics as suggested in the principal survey.

Second, like the principal survey, the candidate survey does not assess how well the EPP prepares pre-service teachers for the knowledge and skills needed to instruct culturally diverse students. The same rationale used in the principal survey recommendation for the inclusion of a domain focused on culturally responsive teaching applies to this recommendation.

Limitations to the Study

Three limitations are noted in regard to this study. They include the generalizability of the study, the reliability of perceptual data, and researcher bias.

Generalizability

Generalizability is the extent to which the findings of the study can be applied to similar contexts (McMillian, 2014). Areas of generalizability included the participants and the context of the study.

Participants. The results of this study can only be generalized to the participant population that was targeted. Findings in regard to principals can only be generalized to Texas P-6 public school teachers who were employed as a new teacher from CSU during the 2014-2015 academic year. Findings in regard to STSs are generalizable to

CSU EGE6 STSs that completed evaluations of student teachers during the 2013-2014 and 2014-2015 academic years.

The generalizability of findings from program graduates is present in two ways. First, the results from this study can only be generalized to CSU EGE6 program graduates who graduated during the 2013-2015 academic years. Second, 3% of program graduates solicited for participation in the study completed the survey. Response rate has been linked to generalizability in survey findings (Lin & Van Ryzin, 2012). It is noted that the perceptions of all three participant instruments align. Thus, generalizability for the small number of program graduates was offset. Non-response bias was limited because responses were similar across all three instruments, and comparisons of program graduate data were aligned to more accurate and valid instruments that captured the perceptions of an entire population (Groves, 2006).

Context of the study. Study results cannot be generalized to any EPP other than CSU, nor can the study results be generalized to other certification programs contained within CSU.

Perceptual Data

Two of the data sources (i.e., principal and program graduate surveys) focused on the perceptions of participants in regard to preparation by the CSU EGE6 EPP. Research that uses the perceptions of participants only measures the beliefs of the participant and does not evidence the ability of the participant in observable outcomes (Darling-Hammond, 2006a; Rondfeldt et al., 2014). To counter-balance this limitation, Darling-Hammond (2006a) discussed if research is to be conducted using the

perceptions of participants, multiple measures must be employed. This study used multiple measures in examining the efficacy of the EGE6 EPP at CSU.

Researcher Bias

Since the researcher teaches in the EGE6 EPP at CSU, the potential for researcher bias is disclosed. To help control for the influence of researcher bias, a quantitative methodology was selected. The results of this methodology yielded numeric data representing the findings in an objective approach (Fitzpatrick et al., 2011). In addition, peer debriefings were conducted to ensure the safeguarding of data calculation and the reporting of the findings (Mertens, 2005).

Suggestions for Future Research

The literature is inundated with the call for more research in the area of teacher preparation (Cochran-Smith et al., 2015, Darling-Hammond, 2016; Feuer et al., 2013; Forzani, 2014; Tatto, Richmond, & Cater Andrews, 2016). The foundation of this study can be used to drive future studies for the researcher.

First, the quantitative results do not provide enough information concerning how or why the CSU EGE6 EPP is effective in preparing teachers or is not effective in preparing teachers. A qualitative study is especially needed to dig further into why program graduates felt underprepared to use technology and teaching students with disabilities. Additionally, program graduates did not feel readied by the EPP to work with English language learners. Lambeth and Smith (2016) noted that pre-service teachers often understood the importance of working with students with diverse backgrounds, but felt unprepared for how to specifically work with this population of

students. Thus, there is a need for teacher preparation research to examine practices that prepare teachers for educating students from diverse backgrounds. (Cochran-Smith et al., 2015; Feuer et al., 2013; Lambeth & Smith, 2016; Tatto et al., 2016; Zeichner & Conklin, 2016). Tatoo et al., (2016) referred to research on preparing teachers for diverse populations as a neglected area.

Second, this study is only the first step in a program evaluation of the CSU EGE6 EPP. Documenting the EPP's journey as it undergoes transformation using the results of this study is an avenue for research. The way EPPs structure teacher preparation and the changes each initiate because of program evaluation are unique to the EPP. However, when EPPs that have undergone a program evaluation share how they transformed programming to better the preparation of teachers, they provide direction and examples to other EPPs who want to do the same (e.g., Cuthrell et al., 2014; Ludlow et al., 2010; Schaffer, 2014)

Third, an ethnographic study that documents novice teachers' ability to impact students is needed to determine the efficacy of their teacher preparation. The perceptions of teachers concerning the satisfaction of training by the EPP in key areas is subjective and does not demonstrate what teachers are able to do in the classroom (Cochran-Smith et al., 2015; Feuer et al. 2013; Ronfeldt & Campbell, 2016; Ronfeldt et al., 2014). An ethnographic study has the potential to take an EPP's ability to prepare teachers beyond the perceptions of principals and program graduates and is a path for further research.

Finally, future research could be multi-institutional. Cochran-Smith et al. (2015) recommended that larger studies be conducted longitudinally with well-established instruments across multiple teacher preparations settings in order to get a fuller picture of the state of teacher preparation. Zeichner and Conklin noted that Levine's 2006 study is the most current peer-reviewed large-scale national study to examine the perceptions of different stakeholders (i.e., principals, program graduates, EPP faculty). A study of Levine's (2006) scope is past due as the rhetoric about the need to improve EPPs continues to flourish.

Conclusion

The preparation of this nation's teachers is a topic that is in the national spotlight (Darling-Hammond, 2016; Feuer et al., 2013; Imig, et al., 2011; Kumashiro, 2015; Pecheone & Whittaker, 2016; Zeichner & Conklin, 2016). Questions have arisen concerning the efficacy of educator preparation. Pressure from external sources to hold EPPs accountable has created rigorous outcome-based measurement systems (Crowe, 2010; Donovan et al., 2014; Duncan, 2009; Tatto et al., 2015). While there is a question about the best ways to measure an EPP's effectiveness, research demonstrates that EPPs have the power to take steps in strengthening the efficacy of teacher preparation in order to positively impact P-12 student learning (Cuthrell et al., 2014; Donovan et al., 2014; Schaffer, 2014).

In response to the rhetoric about the state of teacher preparation, Ludlow et al. (2010) demonstrated how external accountability measures along with program evaluation measures designed by EPP faculty can complement one. The use of data

shared with the EPP by external sources and the EPP's own research can instigate the process of program evaluation (Bastian et al., 2016). Program evaluation provides EPPs with the tools to examine and strengthen teacher preparation (Fitzpatrick et al., 2011).

This study was undertaken in response to the current rhetoric in teacher preparation and the need for deeper and more meaningful data in order to determine the efficacy of the EGE6 teacher preparation program at CSU. Stakeholders recommended that outside data be collected externally from TEA in the form of the principal survey. In addition, stakeholders requested that program graduates be surveyed and student teaching final evaluations be examined. These three data sources were obtained to provide a richer picture of the program's effectiveness in regard to how well the EGE6 EPP prepares teachers for the classroom. The following overarching research question was answered in this study:

> In response to the national call for more rigorous accountability that measures the impact of educator preparation programs on readying teachers for the classroom and through the use of program evaluation, what are the perceptions of principals, program graduates, and student teaching supervisors concerning the efficacy of Central State University's early childhood through sixth grade English as a second language/generalist educator preparation certification program in regard to preparing pre-service teachers for the knowledge and skills needed in the classroom?

Findings from the study show that overall, the perceptions of principals (93%) and program graduates (100%) reflect that the EGE6 EPP at CSU more than sufficiently readies teachers for the knowledge and skills needed in the classroom. Additionally, the perceptions of all three participant groups showed that teachers

trained by the EPP were more than sufficiently prepared to create a positive classroom and deliver instruction to students.

There were also areas that surfaced as ones in need of improvement. Program graduate voices demonstrated that they did not feel sufficiently prepared by the EPP to use technology, to work with students with disabilities, and to work with students with limited English language proficiency. However, principals disagreed with the voices of the program graduates. Principals perceived that the CSU EGE6 EPP more than sufficiently prepared pre-service teachers for these areas.

Study findings are intended to serve as a catalyst in spring boarding discussions among the EGE6 leadership and faculty at CSU. Stakeholders can use the findings in order to determine what further data need to be collected and what steps can be taken to strengthen the program's areas of need while continuing to bolster areas of strength. The study is only a small ripple in a move to strengthen the efficacy of the EGE6 program at CSU, but it is a ripple that has great potential in preparing pre-service teachers at the EPP and serving as an example of how EPPs can intersect external and internal evaluation measurements. This intersection serves as a way to respond to the call for stronger teacher preparation and provides avenues for strengthening how teachers are prepared. There is still much work to be done in order to both strengthen the EGE6 EPP at CSU and to strengthen the state of teacher preparation.

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APPENDIX A

IRB APPROVAL LETTER

DIVISION OF RESEARCH

TEXAS A&M UNIVERSITY

DATE: April 21, 2016

MEMORANDUM

TO: Valerie Hill-Jackson
TAMU - College of Education & Human Dev - Teaching, Learning and Culture

FROM: Dr. James Fluckey
Chair, TAMU IRB

SUBJECT: Expedited Approval

Study Number: IRB2016-0089

Title: EVALUATION OF ONE EDUCATOR PREPARATION PROGRAM IN CENTRAL TEXAS USING OUTCOME MEASURES

Date of Determination:
Approval Date: 04/21/2016
Continuing Review Due: 03/15/2017
Expiration Date: 04/15/2017

Only IRB-stamped approved versions of study materials (e.g., consent forms, recruitment materials, and questionnaires) can be distributed to human participants. Please log into iRIS to download the stamped, approved **Documents Reviewed and Approved:** version of all study materials. If you are unable to locate the stamped version in iRIS, please contact the iRIS Support Team at 979.845.4969 or the IRB liaison assigned to your area.

Submission Components			
Study Document			
Title	Version Number	Version Date	Outcome
CrookD_EducatorPreparationSurveyAdapted	Version 1.0	02/05/2016	Approved
Study Consent Form			
Title	Version Number	Version Date	Outcome
CrookD_ConsentEmail	Version 1.0	02/05/2016	Approved

Document of Consent: Waiver approved under 45 CFR 46.117 (c) 1 or 2/ 21 CFR 56.109 (c)1
Waiver of Consent:

Comments: This study has been approved for 3200 participants.

This IRB study application has been reviewed and approved by the IRB.

- Research may begin on the approval date stated above.
- Research is to be conducted according to the study application approved by the IRB prior to implementation.
- Any future correspondence should include the IRB study number and the study title.

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APPENDIX B

PRINCIPAL SURVEY: TEA TEACHER PREPARATION EFFECTIVENESS SURVEY FOR FIRST-YEAR TEACHERS

Principal Survey 2014

Teacher Preparation Effectiveness Survey for First Year Teachers

Campus:

Teacher:

The following questions relate to **Teacher Background.**	
Section I: Teacher Background	
1. The name of this Teacher's Texas educator preparation program is: **<EPP name pre-populated>** *If you believe this is not the correct educator preparation program, please notify principalsurvey@tea.state.tx.us Do not continue with the survey until this issue is resolved.*	
2. Was this beginning teacher employed in the certification area in which he/she was trained by the educator preparation program? CERTIFICATIONS: **<Certification fields pre-populated>** ○ Yes ○ No	
3. Did this beginning teacher teach at this campus for five or more months of the academic year? ○ Yes ○ No	
Survey Evaluation Rating When responding to questions 4-39 in this survey, please refer to the following descriptions:	
Evaluation rating	Description
Well prepared	All or almost all of the time, the beginning teacher was able to demonstrate a thorough understanding and had the required knowledge and skills.
Sufficiently prepared	Most of the time the beginning teacher was able to demonstrate a general understanding and had the required knowledge and skills.
Not sufficiently prepared	The beginning teacher demonstrated limited understanding and had partial required knowledge and skills.
Not at all prepared	The beginning teacher demonstrated little to no understanding and had minimal required knowledge and skills.
Survey Section Definitions	
Section II: Classroom Environment	
Equitable: Fair or just to everyone, giving everyone the same opportunities. **Rapport**: A close relationship between the teacher and students that is characterized by polite, respectful, warm and caring interactions that reflect an understanding of students' cultural and developmental differences.	
Section III: Instruction	
Formative assessment: Assessment that is embedded in the instruction, designed to increase feedback to students and teachers, and support data-driven decisions about instruction for students. **Learner-centered instruction**: The practice of giving students the opportunity to interact with other students to answer questions, problem-solve, work in pairs or groups, select some learning topics, and evaluate their own learning. The focus is on the students' construction of knowledge.	

Section IV: Students with Disabilities
Students with disabilities: These students are defined by the Texas Education Code (TEC) §29.003 as a child who has a physical, cognitive, behavioral or other related impairment. **Differentiated instruction**: Instruction tailored to individual learning styles, needs, background, and level of understanding. Individualized Education Program (IEP): For a child with a disability, a written statement of services that includes the child's present levels of performance, measurable annual goals, accommodations and progress measures. **Formal assessments**: These pertain to performance-based activities, observations of students, teacher-created assessments, student portfolios, and content learning logs, etc.; they may also include alternative assessments.
Section V: Limited English Proficient Students
Limited English Proficient (LEP-ELL) students: These students are defined by Texas Education Code (TEC) §29.052. A student of "Limited English Proficiency" means a student whose primary language is other than English and whose English language skills are such that the student has difficulty performing ordinary classwork in English. **Academic English**: Academic language proficiency is used to define academic English. Academic language proficiency is the ability to understand the English terms that make the learning of academic concepts and skills fully accessible. Language proficiency encompasses both social language proficiency and academic language proficiency.
Section VI: Technology Integration
Real-time content: Synchronous; content that is continuously updated and immediately available to the public. **Developmentally appropriate**: Appropriate for the sensory-motor skills based on the growth and development of the student at a particular time. The age and level of exposure the student has to the available technology is part of that definition.
Section VII: Use Technology with Data
Formative assessment data: Formative assessment data assists teachers with integrating assessment into their daily teaching practice and utilizing data-driven decision making to support instruction; the data should provide the basis for modification of instructional practices.

The following questions relate to the teacher's preparation to address the CLASSROOM ENVIRONMENT. Your answers should be based primarily on teacher behavior observed by you and/or your staff.				
Section II : Classroom Environment	ratings definitions			
To what extent did the educator preparation program prepare this beginning teacher to:	Well prepared	Sufficiently prepared	Not Sufficiently prepared	Not at all prepared
4. effectively implement discipline management procedures?	○	○	○	○
5. communicate clear expectations for achievement and behavior that promote and encourage self-discipline and self-directed learning?	○	○	○	○
6. provide support to achieve a positive, equitable, and engaging learning environment?	○	○	○	○

7. build and maintain positive rapport with students?	○	○	○	○
8. build and maintain positive rapport and two-way communication with students' families?	○	○	○	○

The following questions relate to the teacher's preparation to address **INSTRUCTION**. Your answers should be based primarily on teacher behavior observed by you and/or your staff.				
Section III : Instruction	ratings definitions			
To what extent did the educator preparation program prepare this beginning teacher to:	Well prepared	Sufficiently prepared	Not Sufficiently prepared	Not at all prepared
9. implement varied instruction that integrates critical thinking, inquiry, and problem solving	○	○	○	○
10. respond to the needs of students by being flexible in instructional approach and differentiating instruction?	○	○	○	○
11. Use the results of formative assessment data to guide instruction?	○	○	○	○
12. engage and motivate students through learner-centered instruction?	○	○	○	○
13. integrate effective modeling, questioning, and self-reflection 9self-assessment) strategies into instruction?	○	○	○	○
14. assume various roles in the instructional process (e.g. instructor, facilitator, audience)?	○	○	○	○
15. set clear learning goals and align instruction with standards-based content?	○	○	○	○
16. provide quality and timely feedback to students?	○	○	○	○

The following questions relate to the teacher's preparation to address **STUDENTS WITH DISABILITIES**. Your answers should be based primarily on teacher behavior observed by you and/or your staff.	
Section IV : Students with Disabilities	ratings definitions
17. Does this teacher have students with disabilities in his/her classroom, as determined by the Texas Administrative Code (TAC) §29.003? A child is considered a student with disabilities if he or she has a physical, cognitive, behavioral, or other related impairment. ○ Yes ○ No (If No, you will skip to question 25 of the survey)	

To what extent did the educator preparation program prepare this beginning teacher to:	Well prepared	Sufficiently prepared	Not Sufficiently prepared	Not at all prepared
18. differentiate instruction to meet the academic needs of students with disabilities?	○	○	○	○
19. differentiate instruction to meet the behavioral needs of students with disabilities?	○	○	○	○
20. provide appropriate ways for students with disabilities to demonstrate their learning?	○	○	○	○
21. understand and adhere to the federal and state laws that govern special education services?	○	○	○	○
22. make appropriate decisions (e.g., when and how to make accommodations and/or modifications to instruction, assessment, materials, delivery, and classroom procedures) to meet the learning needs of students who have an Individualized Education Program (IEP)	○	○	○	○
23. develop and/or implement formal and informal assessments that track students' progress toward IEP goals and objectives?	○	○	○	○
24. collaborate with others, such as para-educators and other teachers, in meeting the academic, developmental, and behavioral needs of students with disabilities?	○	○	○	○

The following questions relate to the teacher's preparation to address **ENGLISH LANGUAGE LEARNERS (ELLs)** identified as Limited English Proficient (LEP) as determined by the Texas Education Code (TEC). Your answers should be based primarily on teacher behavior observed by you and/or your staff.	
Section V : English Language Learners	ratings definitions
25. Does this teacher have limited English Proficient (LEP-ELL) students in their classroom, as determined by the Texas Administrative Code (TAC) §89.1201 and §89.1601? A student is considered LEP-ELL if she or he comes from a home in which a language other than English is his/her primary language and who is identified as limited English proficient. ○ Yes ○ No (If No, you will skip to question 31 of the survey)	

To what extent did the educator preparation program prepare this beginning teacher to:	Well prepared	Sufficiently prepared	Not Sufficiently prepared	Not at all prepared
26. provide appropriate ways for LEP-ELL students to demonstrate their learning?	○	○	○	○
27. understand and adhere to federal and state laws that govern education services for LEP-ELL students?	○	○	○	○
28. comply with district and campus policies and procedures regarding LEP-ELL students?	○	○	○	○
29. support LEP-ELL students in mastering the Texas Essential Knowledge and Skills (TEKS), including the English Language Proficiency Standards (ELPS)?	○	○	○	○
30. model and teach the forms and functions of academic English in content areas?	○	○	○	○

The following questions relate to the teacher's preparation to address **INTEGRATE AVAILABLE TECHNOLOGY** effectively into curricula and instruction. Your answers should be based primarily on teacher behavior observed by you and/or your staff.				
Section VI : Technology Integration	ratings definitions			
To what extent did the educator preparation program prepare this beginning teacher to:	Well prepared	Sufficiently prepared	Not Sufficiently prepared	Not at all prepared
31. use technology available on the campus to integrate curriculum TEKS and Technology Application TEKS to support student learning?	○	○	○	○
32. provide technology based classroom learning opportunities that allow students to interact with real-time and/or online content?	○	○	○	○
33. teach students developmentally appropriate technology skills?	○	○	○	○
34. use technology to make learning more active and engaging for students?	○	○	○	○

The following questions relate to the teacher's preparation to address **AVAILABLE TECHNOLOGY WITH DATA** to increase student achievement. Your answers should be based primarily on teacher behavior observed by you and/or your staff.				
Section VII : Use of Technology with Data	ratings definitions			
To what extent did the educator preparation program prepare this beginning teacher to:	Well prepared	Sufficiently prepared	Not Sufficiently prepared	Not at all prepared
35. use available technology to collect, manage and analyze student data using software programs (such as Excel or an electronic gradebook)?	○	○	○	○
36. use available technology to collect, manage, and analyze data from multiple sources in order to interpret learning results for students?	○	○	○	○
37. use available technology to document student learning to determine when an intervention is necessary and appropriate?	○	○	○	○
38. use available technology to collect and manage formative assessment data to guide instruction?	○	○	○	○

The following question relates to your **OVERALL EVALUATION** of the educator preparation program. Your answers should be based primarily on teacher behavior observed by you and/or your staff.				
Section VIII : Overall Evaluation of the Educator Preparation Program	ratings definitions			
	Well prepared	Sufficiently prepared	Not Sufficiently prepared	Not at all prepared
39. What is your overall evaluation of how well the educator preparation program prepared this teacher for the realities of the classroom as they exist on your campus? Select the one statement that most closely matches your current overall perspective on the program.	○	○	○	○

The following question relates to your **OVERALL EVALUATION** of the teacher's effectiveness with regard to influencing student achievement. Your answers should be based primarily on teacher behavior observed by you and/or your staff.	
Section IX: Teacher Effectiveness and Student Achievement	
40. How would you rate this teacher's influence on student achievement? Select your answer from the following 10 point scale.	
	Score - Meaning
○	10 – The teacher is exceptional, in the top 2% of teachers I've supervised.
○	9 – The teacher is excellent, in the top 5% of teachers I've supervised.
○	8 – The teacher is very good.
○	7 – The teacher is good.
○	6 – The teacher is average.
○	5 – The teacher is below average but will likely improve in time.
○	4 – The teacher is below average and will need significant professional development to improve.
○	3 – The teacher is well below average.
○	2 – The teacher is poor.
○	1 – The teacher is unacceptable.

APPENDIX C

TEA EDUCATOR PREPARATION PROGRAM CANDIDATE EXIT SURVEY

Educator Preparation Program Candidate Exit Survey

Survey Evaluation Descriptors

When responding to questions 6-40 in this survey, please refer to the following descriptions:

Well prepared-Upon completion of my educator preparation program, I feel I have a thorough understanding and the required knowledge and skills.

Sufficiently prepared-Upon completion of my educator preparation program, I feel I have a general understanding and the required knowledge and skills.

Not sufficiently prepared-Upon completion of my educator preparation program, I feel I have a limited understanding and partial required knowledge and skills.

Not at all prepared-Upon completion of my educator preparation program, I feel I have little to no understanding and minimal required knowledge and skills.

Educator Preparation Program Candidate Exit Survey

The following questions relate to your preparation to address the CLASSROOM ENVIRONMENT. Think about the preparation you received from your educator preparation program when answering the following questions. Please select your answer from the following: well prepared, sufficiently prepared, not sufficiently prepared, or not at all prepared.

***6. To what extent were you prepared to effectively implement discipline-management procedures?**

- ◯ well prepared
- ◯ sufficiently prepared
- ◯ not sufficiently prepared
- ◯ not at all prepared

***7. To what extent were you prepared to communicate clear expectations for achievement and behavior that promote and encourage self-discipline and self-directed learning?**

- ◯ well prepared
- ◯ sufficiently prepared
- ◯ not sufficiently prepared
- ◯ not at all prepared

***8. To what extent were you prepared to provide support to achieve a positive, equitable, and engaging learning environment?**

- ◯ well prepared
- ◯ sufficiently prepared
- ◯ not sufficiently prepared
- ◯ not at all prepared

***9. To what extent were you prepared to build and maintain positive rapport with students?**

- ◯ well prepared
- ◯ sufficiently prepared
- ◯ not sufficiently prepared
- ◯ not at all prepared

Educator Preparation Program Candidate Exit Survey

***10. To what extent were you prepared to build and maintain positive rapport and two-way communication with students' families?**

- ◯ well prepared
- ◯ sufficiently prepared
- ◯ not sufficiently prepared
- ◯ not at all prepared

Educator Preparation Program Candidate Exit Survey

The following questions relate to your preparation to address INSTRUCTION. Think about the preparation you received from your educator preparation program when answering the following questions. Please select your answer from the following: well prepared, sufficiently prepared, not sufficiently prepared, or not at all prepared.

***11. To what extent were you prepared to implement varied instruction that integrates critical thinking, inquiry, and problem solving?**

- ◯ well prepared
- ◯ sufficiently prepared
- ◯ not sufficiently prepared
- ◯ not at all prepared

***12. To what extent were you prepared to respond to the needs of students by being flexible in instructional approach and differentiating instruction?**

- ◯ well prepared
- ◯ sufficiently prepared
- ◯ not sufficiently prepared
- ◯ not at all prepared

***13. To what extent were you prepared to use the results of formative assessment data to guide instruction?**

- ◯ well prepared
- ◯ sufficiently prepared
- ◯ not sufficiently prepared
- ◯ not at all prepared

***14. To what extent were you prepared to engage and motivate students through learner-centered instruction?**

- ◯ well prepared
- ◯ sufficiently prepared
- ◯ not sufficiently prepared
- ◯ not at all prepared

Educator Preparation Program Candidate Exit Survey

***15. To what extent were you prepared to integrate effective modeling, questioning, and self-reflection (self-assessment) strategies into instruction?**

- well prepared
- sufficiently prepared
- not sufficiently prepared
- not at all prepared

***16. To what extent were you prepared to assume various roles in the instructional process (e.g. instructor, facilitator, audience)?**

- well prepared
- sufficiently prepared
- not sufficiently prepared
- not at all prepared

***17. To what extent were you prepared to set clear learning goals and align instruction with standards-based content?**

- well prepared
- sufficiently prepared
- not sufficiently prepared
- not at all prepared

***18. To what extent were you prepared to provide quality and timely feedback to students?**

- well prepared
- sufficiently prepared
- not sufficiently prepared
- not at all prepared

Educator Preparation Program Candidate Exit Survey

The following questions relate to your preparation to address the needs of STUDENTS WITH DISABILITIES. Think about the preparation you received from your educator preparation program when answering the following questions.

***19. Did you have students with disabilities in your classroom as determined by the Texas Administrative Code §89.1001? A child is considered a student with disabilities if he or she has a physical, cognitive, behavioral, or other related impairment.**

- ◯ Yes
- ◯ No

Educator Preparation Program Candidate Exit Survey

Please select your answer from the following: well prepared, sufficiently prepared, not sufficiently prepared, or not at all prepared.

***20. To what extent were you prepared to differentiate instruction to meet the academic needs of students with disabilities?**

- well prepared
- sufficiently prepared
- not sufficiently prepared
- not at all prepared

***21. To what extent were you prepared to differentiate instruction to meet the behavioral needs of students with disabilities?**

- well prepared
- sufficiently prepared
- not sufficiently prepared
- not at all prepared

***22. To what extent were you prepared to provide appropriate ways for students with disabilities to demonstrate their learning?**

- well prepared
- sufficiently prepared
- not sufficiently prepared
- not at all prepared

***23. To what extent were you prepared to understand and adhere to the federal and state laws that govern special education services?**

- well prepared
- sufficiently prepared
- not sufficiently prepared
- not at all prepared

Educator Preparation Program Candidate Exit Survey

***24. To what extent were you prepared to make appropriate decisions (e.g., when and how to make accommodations and/or modifications to instruction, assessment, materials, delivery, and classroom procedures) to meet the learning needs of students who have an Individualized Education Program (IEP)?**

- well prepared
- sufficiently prepared
- not sufficiently prepared
- not at all prepared

***25. To what extent were you prepared to develop and/or implement formal and informal assessments that track students' progress toward IEP goals and objectives?**

- well prepared
- sufficiently prepared
- not sufficiently prepared
- not at all prepared

***26. To what extent were you prepared to collaborate with others, such as para-educators and other teachers, in meeting the academic, developmental, and behavioral needs of students with disabilities?**

- well prepared
- sufficiently prepared
- not sufficiently prepared
- not at all prepared

Educator Preparation Program Candidate Exit Survey

The following questions relate to your preparation to address the needs of English language learners (ELLs) identified as LIMITED ENGLISH PROFICIENT (LEP) as determined by the Texas Education Code (TEC). Think about the preparation you received from your educator preparation program when answering the following questions.

***27. Did you have limited English proficient (LEP-ELL) students in your classroom? A student is considered LEP-ELL if he or she has a primary language other than English and whose English language skills are such that the student has difficulty performing ordinary coursework in English, as determined by Texas Education Code (TEC) §29.052.**

- ◯ Yes
- ◯ No

Educator Preparation Program Candidate Exit Survey

Please select your answer from the following: well prepared, sufficiently prepared, not sufficiently prepared, not at all prepared.

***28. To what extent were you prepared to provide appropriate ways for LEP-ELL students to demonstrate their learning?**

- ◯ well prepared
- ◯ sufficiently prepared
- ◯ not sufficiently prepared
- ◯ not at all prepared

***29. To what extent were you prepared to understand and adhere to federal and state laws that govern education services for LEP-ELL students?**

- ◯ well prepared
- ◯ sufficiently prepared
- ◯ not sufficiently prepared
- ◯ not at all prepared

***30. To what extent were you prepared to comply with district and campus policies and procedures regarding LEP-ELL students?**

- ◯ well prepared
- ◯ sufficiently prepared
- ◯ not sufficiently prepared
- ◯ not at all prepared

***31. To what extent were you prepared to support LEP-ELL students in mastering the Texas Essential Knowledge and Skills (TEKS), including the English Language Proficiency Standards (ELPS)?**

- ◯ well prepared
- ◯ sufficiently prepared
- ◯ not sufficiently prepared
- ◯ not at all prepared

Educator Preparation Program Candidate Exit Survey

***32. To what extent were you prepared to model and teach the forms and functions of academic English in content areas?**

- ◯ well prepared
- ◯ sufficiently prepared
- ◯ not sufficiently prepared
- ◯ not at all prepared

Educator Preparation Program Candidate Exit Survey

The following questions relate to your preparation to INTEGRATE AVAILABLE TECHNOLOGY effectively into curricula and instruction. Think about the preparation you received from your educator preparation program when answering the following questions. Please select your answer from the following: well prepared, sufficiently prepared, not sufficiently prepared, or not at all prepared.

***33. To what extent were you prepared to use technology available on the campus to integrate curriculum TEKS and Technology Applications TEKS to support student learning?**

- ◯ well prepared
- ◯ sufficiently prepared
- ◯ not sufficiently prepared
- ◯ not at all prepared

***34. To what extent were you prepared to provide technology-based classroom learning opportunities that allow students to interact with real-time and/or online content?**

- ◯ well prepared
- ◯ sufficiently prepared
- ◯ not sufficiently prepared
- ◯ not at all prepared

***35. To what extent were you prepared to teach students developmentally appropriate technology skills?**

- ◯ well prepared
- ◯ sufficiently prepared
- ◯ not sufficiently prepared
- ◯ not at all prepared

***36. To what extent were you prepared to use technology to make learning more active and engaging for students?**

- ◯ well prepared
- ◯ sufficiently prepared
- ◯ not sufficiently prepared
- ◯ not at all prepared

Educator Preparation Program Candidate Exit Survey

The following questions relate to your preparation to USE AVAILABLE TECHNOLOGY WITH DATA to increase student achievement. Think about the preparation you received from your educator preparation program when answering the following questions. Please select your answer from the following: well prepared, sufficiently prepared, not sufficiently prepared, or not at all prepared.

***37. To what extent were you prepared to use available technology to collect, manage, and analyze student data using software programs (such as Excel or an electronic gradebook)?**

- ◯ well prepared
- ◯ sufficiently prepared
- ◯ not sufficiently prepared
- ◯ not at all prepared

***38. To what extent were you prepared to use available technology to collect, manage, and analyze data from multiple sources in order to interpret learning results for students?**

- ◯ well prepared
- ◯ sufficiently prepared
- ◯ not sufficiently prepared
- ◯ not at all prepared

***39. To what extent were you prepared to use available technology to document student learning to determine when an intervention is necessary and appropriate?**

- ◯ well prepared
- ◯ sufficiently prepared
- ◯ not sufficiently prepared
- ◯ not at all prepared

***40. To what extent were you prepared to use available technology to collect and manage formative assessment data to guide instruction?**

- ◯ well prepared
- ◯ sufficiently prepared
- ◯ not sufficiently prepared
- ◯ not at all prepared

Educator Preparation Program Candidate Exit Survey

The following question relates to your OVERALL EVALUATION of the educator preparation program. Please select your answer.

***55. What is your overall evaluation of how well the educator preparation program prepared you? Select the one statement that most closely matches your current overall perspective on the program.**

- I was well prepared by the program for the first year of teaching.
- I was sufficiently prepared by the program for the first year of teaching.
- I was not sufficiently prepared by the program for the first year of teaching.
- I was not at all prepared by the program for the first year of teaching.

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APPENDIX D

TEXAS STATE UNIVERSITY STUDENT TEACHER

FINAL EVALUATION

Student Teacher Final Evaluation (based on the Danielson Framework for Teaching)
Gray areas indicate components or elements in which STs typically do not have control or responsibilities. Therefore, no rating is required for these areas. Elements in *italics* are behaviors that have been added by Texas State and are specific to the student teaching experience.

Student Teacher _____ Date of Evaluation_____ Grade or Subject _____

School/District _____ Supervisor _____ Cooperating Teacher _____

Key:

- **A (4)** = **Advanced** – Displays: a strong understanding of the component; highly effective implementation of component with no need for guidance and/or support; a significant level of independence; growth, often self-generated. *Performing independently at FfT "Proficient" level; a few "Distinguished" demonstrations may be present.*
- **C (3)** = **Competent** – Displays: a solid understanding of the component; generally consistent and effective implementation of component with some need for guidance and support; growing independence; progress and growth. *Performing with growing independence at FfT high "Basic" to low "Proficient level.*
- **E (2**) = **Emerging** – Displays: a lack of full understanding of the component; inconsistent or partially successful implementation; the need for moderate guidance and support; moderate level of dependence; the need for more growth, although improvement is occurring. *Performing with moderate levels of dependence, guidance, and support at FfT "Basic" level.*
- **NSI (1) = Needs Significant Improvement** – Displays: little understanding of the component; limited to no successful implementation of component; frequent errors occur and a lack of judgment may exist within the context of the component, even with continual guidance and support; a high level of dependence; the need for significant improvement. *Performing with high levels of dependence at FfT "Unsatisfactory" level.*
- **NA=Not Applicable**

Domain 1: Planning and Preparation
The Student Teacher:

Components and Elements	A (4)	C (3)	E (2)	NSI (1)	N/A	Score
1a. Demonstrates knowledge of content and pedagogy. Knowledge of content and structure of discipline Knowledge of prerequisite relationships Knowledge of content-related pedagogy						
1b. Demonstrates knowledge of students Knowledge of child and adolescent development Knowledge of the learning process Knowledge of students' skills, knowledge, and language proficiency Knowledge of students' interests and cultural heritage Knowledge of students' special needs						
1c. Demonstrates ability to set instructional outcomes. Value, sequence, alignment Clarity Balance Sustainability for diverse students						

1d. Demonstrates knowledge of resources. Resources for classroom use Resources to extend content knowledge and pedagogy Resources for students						
1e. Demonstrates ability to provide coherent instruction. Learning activities Instructional materials and resources Instructional groups Lesson and unit structure						
1f. Demonstrates ability to design student assessments. Congruence with instructional outcomes Criteria and standards Design of formative assessments Use for planning						

- **NSI (1)** = **Needs Significant Improvement** – Displays: little understanding of the component; limited to no successful implementation of component; frequent errors occur and a lack of judgment may exist within the context of the component, even with continual guidance and support; a high level of dependence; the need for significant improvement. *Performing with high levels of dependence at FfT "Unsatisfactory" level.*
- **NA=Not Applicable**
-

Comments for Domain 1

Domain 2: Classroom Environment
The Student Teacher:

Component and Elements	A (4)	C (3)	E (2)	NSI (1)	N/A	Score
2a. Creates an environment of respect and rapport. Teacher interactions with students Student interactions with other students						
2b. Establishes a culture for learning. Importance of the content and of learning Expectations for learning and achievement Student pride in work						
2c. Manages classroom procedures. Management of instructional groups Management of transitions Management of materials and supplies Performance of non-instructional duties						
2d. Manages student behavior. Expectations Monitoring of student behavior Response to student misbehavior						

Comments for Domain 2:

Domain 3: Instruction
The Student Teacher:

Component and Elements	A (4)	C (3)	E (2)	NSI (1)	N/A	Score
3a. Communicates with student. Expectations for learning Directions and procedures Explanations of content Use of oral and written language						
3b. Uses appropriate questioning and discussion techniques. Quality of questions/prompts Discussion techniques Student participation						
3c. Engages students in learning. Activities and assignments Grouping of students Instructional materials and resources Structure and pacing						
3d. Uses assessment in instruction. Assessment criteria Monitoring of student learning Feedback to students Student self-assessment and monitoring of progress Lesson adjustment						

Comments for Domain 3:

Domain 4: Professional Responsibilities (NOTE: Gray highlights indicate areas in which the student teacher has little control and/or responsibility. Therefore, no rating is required in these areas.)
The Student Teacher:

Components and Elements	A (4)	C (3)	E (2)	NSI (1)	N/A	Score
4a. Reflects on teaching. Accuracy Use in further teaching						
4b. Maintains accurate records. Student completion of assignments Student progress in learning Non-instructional records						
4c. Communicates with families. Information about the instructional program Information about individual students Engagement of families in the instructional program						
4d. Participates in a professional community. Involvement in a culture of professional inquiry Service to the school Participation in school and district projects *Relationships with University and campus placement colleagues* *Participation in University and campus placement events/meetings/trainings*						
4e. Demonstrates professional growth and development Enhancement of knowledge and skills Service to the profession *Receptivity and responsiveness to feedback* *Improvement/growth in performance*						
4f. Demonstrates professionalism. Integrity and ethical conduct *Equitable* service to *all* students *Sound judgment* and decision-making Compliance with *university*/campus/district regulations						

Comments for Domain 4:

Cooperating Teacher's Summary Comments:

Supervisor's Summary Comments:

_____ _____

Student Teacher's Signature/Date Supervisor's Signature/Date